

# THE SCHOOL JOURNAL

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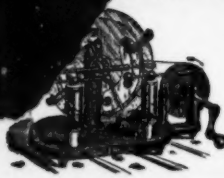
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THIS number of THE SCHOOL JOURNAL is devoted in a large measure to Primary Ideas and Primary Methods of Education. This addition to the other many valuable features of the paper will certainly commend it to a wider circle of readers. There are primary teachers who want the breadth and scope of thought in THE JOURNAL, and also specific articles relating to the special work before them. (2) There are principals of schools who must have the whole field before them; these usually have a far better knowledge of methods for the higher than for the lower departments. (3) There are superintendents of cities and counties who must meet large classes of primary teachers and discuss methods with them; the genius of these times demands this. All of these classes will welcome the large additional amount of fresh and valuable material pertaining to primary teaching that will appear monthly in THE JOURNAL. Primary teaching is not wholly in the low depths it once was; the primary teacher is of much more consequence at present, for she is not the person she was once. As was remarked at the late meeting of the Ohio state association "A great advance in methods of teaching is noticeable in the primary schools;" it was added, "but this has not yet reached the high schools." The primary schools are to-day the advancing part of the great educational column.

Without stopping to give reasons for the fact, it may be added that the advancing movement is certain to go on. We know but little of education, if the truth is spoken; we are in a condition, however, to know a good deal because there is a willingness to learn.

TWO years ago a plan was made for "all-around teaching." The field to be explored was divided into eight great departments; three for expression—Doing, Language, Numbers; five for Observation and Investigation—Self, People, Things, Earth, Ethics. Two of these were discussed each week, so that during the year there were substantially, twelve pages of Doing, twelve in Language and so on. That is, about 36,000 words were devoted to discussing these eight subjects. A book of 36,000 words sells ordinarily for not less than twenty-five cents. So that twelve books worth not less than twenty-five cents each were furnished during the past year to the readers of THE JOURNAL, on school-room ideas, suggestions and plans, all fresh, and original; most of them of the very highest merit.

During the school year just now opening the same plan will be followed,—it is a plan for all-around teaching—the need of the hour. In this effort to break away from the traditions of the school-room the matter will be "constructive and not destructive." The teaching of the past given in the light of the past, has been good as far as it has gone; its aim has not been "all-around, it aimed at having a residuum of knowledge rather than power to know. Let us have the co-operation of thinking educators in this new departure.

THE school year practically begins in September, for in that month probably ten millions of children are again gathered in the school-rooms of America. Shall this year be the same as the last one? In very many teachers' minds the question is "How can I advance beyond the work of last year?" It is not a question of causing deeper and broader knowledge to be learned; it is one far more difficult; it is, How to teach so that the growth shall be normal; how to give strength of character, so that ordinary influence shall not swerve the individual from adherence to principles. THE JOURNAL will be a right hand of help to the teacher who aims to attain these objects; they are objects worthy of the ambition of the noblest minds.

ON the 29th of August, Oliver Wendell Holmes will reach his eighty-second birthday. Undoubtedly he will receive from many schools congratulations, for he is appreciated by the school children. When the schools open again it will be appropriate to recite selections from his poems.

THE heavens above us, does the teacher watch them? An interesting phenomenon may be witnessed by pupils in California on the early morning of September 4. At about three o'clock Wolf's comet will pass through the Pleiades; it will pass in front of As'et'pe and Pleione. As this will occur while we on the Atlantic slope are breakfasting, it will be a good subject to discuss with the flannel cakes and baked potatoes rather than the dull subjects that often render the occasion rather to be hurried on than prolonged. But this will depend upon whether the teacher "gives a talk" on this matter about September 1.

Primary teachers may have the twelve Monthly Primary Numbers of THE JOURNAL sent to them for \$1.00.

The primary teaching unfolded in this number is the best that can be presented in the light of to-day.

### "THE SCHOOL JOURNAL" FOR '91-'92.

THE SCHOOL JOURNAL has become a great power in the world by insisting that education must aim at the higher evolution of man, along the very lines that his Creator had evidently designated. This makes the teacher a student of childhood, not a reciting-post; this makes the school-room a laboratory where mental action is directed.

In a work which has extended over twenty-one years the main point has been the teacher. A good teacher has a good school, let the course of study be what it will. What makes the good teacher? A comprehension of the value the child may be to himself, and the world, and a knowledge of the means by which this growth may be directed according to the plans of his Creator. To stimulate the teacher to study the child, to point out methods for directing his growing powers—these have been the themes THE JOURNAL has attempted to expound.

It has brought education to be considered as a science; it has given methods that had a strict relation to the just development of the mental powers. It has taken the lead; it has been followed by all other papers, though at first the steps taken have been severely criticised. As time has gone on the thinking teachers of the country have come to see that its writing was not for the day but for the century. The school of thought gathered around THE JOURNAL, looked deeply into the matters discussed.

The general view of THE JOURNAL is to direct the educational thought of the country. It is impossible to print all educational items (who is appointed to Smithville for example, and his salary); it will give the events that indicate general movements and influences in the educational world; it will take a deep interest in all efforts, and place education on a sound philosophical basis; it will spend much thought and labor on the effort to cause the teacher to have a professional standing.

During the year just begun, it proposes that the monthly enlargement (that has taken different forms in different years) shall be devoted to work in PRIMARY CLASSES. These papers, containing forty-two pages, will be of the highest service to primary teachers.

The general features of THE JOURNAL have so approved themselves to its readers that they will be continued; and, if possible in any way, they will be improved.

The first two pages are editorial; the next two pedagogical; the next two discuss two of these eight subjects: Numbers, Language, Doing, Things, Earth, People, Self, Ethics; so that at the end of the year the reader will have twelve pages on Numbers, twelve on Language, twelve on Doing, etc.

Then the "Educational Field" will follow, which is in reality a statement by the editors of movements and influences of importance in the educational world—a statement that costs large reading and immense labor.

The Current Events are prepared by a skilful hand week by week—the same hand that edits OUR TIMES for the boys and girls of our school-rooms. Altogether THE SCHOOL JOURNAL is built on a strict system.

It draws together during the year in its pages the best exponents of scientific education,—that founded on the development of the inherent powers of man. It has greater facilities to-day than ever before and means to employ them. It can be of immense help to every teacher aiming to work in the spirit of the Galilean who set the key-note of education 2,000 years ago, when he pointed out that the kingdom of heaven must be initiated where children are grouped together.

Education, no matter what the proud superintendent in his office may say to the contrary, is in a formative stage; the thinking world is feeling its way as best it can. THE JOURNAL will do its utmost to throw light on this question of questions.



## LEARNING FROM CHILDREN.



THE author of the "Word Method of Teaching Reading," Mr. John Webb, in a lecture in Chicago a few years ago, described his first efforts to instruct children otherwise than by employing the alphabet. "I was struck," he says, "by the fact that a child, with whom I would make no headway, would play for hours with sticks, blocks, or stones; he evidently placed them to suit some idea; I found that he talked to imaginary beings, represented by a certain stone, for example. Now it occurred to me that if a stone could stand for a person, it would not be difficult to have a word do the same thing; but it is not so easy as to have an object do it. I have given a good deal of time to the work of teaching children to read; but I found the foundation of the system in the child himself; any one who will look for it, will find it."

Pestalozzi spent very much of the time which he gave to the study of educational principles in watching mothers. "How Gertrude Teaches her Children" is founded on this idea. Here both mother and child are studied; Mr. Webb observed the child when he was by himself. Pestalozzi observed him under the tuition of one who was teaching by instinct.

Fröbel gave many years to the study of children; he mainly observed them while they were under social forces—while in groups, child with child. "The child attempts to play at every point," is his observation. This has been considered a grave defect, and thousands of children have been punished for following their instinctive leanings towards play. Fröbel found he must solve the meaning of this desire for play. He declares, "Deep meaning lies in children's play." The child plays to educate itself through happiness. It has been a measure held by very many educators up to this time that education could only be reached through pain and suffering; but Fröbel penetrated into the design of the great Creator, and he tells us that "God aims at the same object as the teacher when he induces the child to play, but he reaches the end far more delightfully than any human teacher." Measure not the exact words of this great master; but the idea he endeavors to impart in his very obscure way.

It is one thing to say that a grown up human being needs to know numbers and language, and to infer that the chief labor of the child should be to acquire a knowledge of these subjects; it is quite another to study the child and find out how he grows intellectually and physically.

Let us suppose a teacher really wishes to understand education philosophically, and asks the question, "Where shall I begin? The reply is, "In your own home." Begin to-day to watch the child that comes near you, and attempt to group your observations under distinct heads. A thousand observations will amount to little unless classified. Ask yourself questions thus: The child strikes the floor, why does he do it? He looks at you intently for a time and seems greatly interested and then turns away—you see he has wholly forgotten your existence: explain this. These are but samples of questions the teacher will ask; he will attempt to reply to them, but answers are not so easy; nevertheless they must all be answered.

So in the school-room. The teacher has educational problems before him that, properly considered, lay a basis for a sounder psychology than can come from any book. A very young child was asked to divide some blocks among her companions. Looking about she saw there were seven; she counted out seven, then added one more to each of the piles thus begun, then one more until she entire number was exhausted. The teacher knowing that the child did not understand numbers looked on surprised, for this is the plan by which adults divide the largest numbers.

SCIENTIFIC medical men affirm that more injury is done to the health of students in the school-room than in any other place of common resort. How to remedy the ill effects of the sedentary habits and bad air resulting from ordinary school life, is becoming a serious problem. Manual training and calisthenics are good as far as they go. But the laws of health should be studied as any other text-book is studied. There should be professors in physical science, who will not work according to the arbitrary dictates of any particular "system," but who will teach the laws governing the machinery of the body, as an engineer is instructed in the construction of a locomotive. Then the exercising of the body will follow as a necessity and as much a matter of course as to take food and air to prolong existence.

It seems that American teachers are not on a par with English servants in matters of dismissal from service. "An English lady does not dismiss a servant," says Miss Emily Faithful, "without due warning, and it is an unwritten law also that a mistress should state fairly all she knows in favor of the girl, who is leaving her service." American teachers, of long, faithful, and satisfactory service, are "dropped" at an annual election, for no stated reason, and are not even notified of their loss of position till they hear of it in some round-about way. Inquiries of the school board, as to cause, bring nothing but indefinite confusion, and their only resource is submission, and a stinging sense of injustice. In the meantime some small pique has been thus revenged by somebody, some "votes" have been secured, or some "friend of the board" has been supplied with "a place" thus designedly made vacant. Yet, it is a common saying and a true one, that "there was never so much done for the teacher as now." But what a climbing up there must be before ordinary justice can be reached in the matter of securing a permanent position for the trained, successful teacher, who has more merit than political influence.

On Sunday, Oct. 11, this year, comes "Discovery Day." The Pan-Republic Congress Executive Committee has called upon ministers and teachers throughout the world to take as their text that day the words cast in the bell which was rung in Independence Hall on July, 4, 1776: "Proclaim liberty throughout all the land unto all the inhabitants thereof," Leviticus, 25:10. The committee also requests that the subject of discourse on that day shall be, "The Discovery of America; its Results to the World and its Promise for the Future." A copy of these sermons will be bound and preserved. There will also be a meeting of the executive committee in Independence Hall, Philadelphia, to complete an organization of the "Human Freedom League."

The teachers who are not in the habit of "holding forth" on Sunday can meet the spirit of the request by appropriate exercises on the preceding Friday afternoon. No better way of teaching patriotism than by a reverent and spirited observance of these national occasions.

A HAPPY solution of the money difficulty arising from the double occupancy of the state superintendent's office in Pennsylvania has been reached. The state treasurer had refused to honor any warrants issued by the school department and this locked up the school district money in the treasury. But a way has been found that seems satisfactory all around. Dr. Snyder has appointed as his deputy the same one who already holds that position under Dr. Waller. This cuts the knot and both claimants will go to the supreme court for decision with mutual smiling courtesy.

In the twenty-third annual report of the board of education of Jersey City, N. J., the following remarks upon the teaching of psychology and pedagogy are found, in the "Course of Study," of high school: "These branches are taught in the first and second grades and are essentially preparatory to the training course. But many pupils, whose post-graduate aims are quite diverse, join these classes. We encourage this accession of non-professional element, for a knowledge of the laws of mental and educational activity will certainly be of much benefit to those whose high school training should make them leaders of thought in society. On the other hand, professional narrowness is checked by the presence of pupils who look at the subject from a general rather than a specialized point of view."

The recognition of the fact that "leaders of thought in society" need the benefit of professional study and that "professional narrowness" needs to be guarded against even in the preparatory studies of the high school, phases of the training of young people worth consideration.

## EDITORIAL CORRESPONDENCE.

## MARTHA'S VINEYARD SUMMER INSTITUTE.

"Summer schools for teachers have come to stay," was said a few days ago by a distinguished educator from the West; he is right. I found the "Martha's Vineyard Institute" had just closed its summer session a day or two before I arrived, yet it was plain to see that unusual advantages are here offered to teachers, for their recreation and improvement. The buildings (held as the property of an educational corporation, with no stock, and no dividends; all the income goes to defray the expenses of the institute and for permanent improvements) are large, airy, comfortable, and well-adapted to the purposes of a summer school. I was conducted through the sixteen class-rooms and dormitory by the enthusiastic president, Dr. W. A. Mowry, who seems to live for nothing else than the success of this noble institution.

During the present season a cafe has been erected and from 200 to 250 of the professors and students have been furnished with meals at the small price of \$4.50 a week for good, wholesome, well-cooked meals. The dormitory, too, is new and convenient but it is not large enough to accommodate all the students; the others find board and rooms at the hotels and cottages in the immediate vicinity.

Dr. Mowry, the president, has been assisted by men and women of more than ordinary educational ability, such as Mr. A. W. Edson, state agent of the Mass. board of education; Mr. C. E. Meleney, supt. of the schools of Somerville, Mass.; Dr. C. W. Emerson, Boston; Dr. E. E. White, of Cincinnati; Rev. Dr. Dorchester, of Boston university; Miss Sarah L. Arnold, of Minneapolis; Miss Lucy Wheelock of Chauncy Hall, Boston; A. C. Boyden; Geo. I. Aldrich; Miss Mary F. Hyde, of Albany; Henry T. Bailey; F. F. Murdock; Prof. E. S. Burgess, of Washington; James Jenkins; J. C. Greenwood; Baron Nils Posse; Isaac B. Burgess, of the Boston Latin school; Everette Schwartz, and Geo. H. Howard.

Over 700 regular course tickets were sold for the different classes. The students came from thirty-four states, territories, provinces, and countries. Massachusetts took the lead in numbers; then New York, New Jersey, Connecticut, etc. Many were from the West.

The department of Swedish sloyd has been a very successful feature. Elementary natural science, with laboratory work, has been a marked feature of this summer's work. Thirty lessons were given to a regular class, and the laboratory was open all day. The department of the ancient languages is taught on the "inductive" plan (that employed by Dr. Harper). The classes were very large. English literature was very popular, and elocution and oratory drew together a class of one hundred pupils.

## THE FUTURE.

I am told by the president that the managers are now planning several important improvements for next year, and that they intend to keep this school easily ahead of any other in the country. With the advantage they have in location and equipment, their experience as educators, the past history of the school and its present efficiency, I see no reason why they may not succeed.

It is impossible not to catch some of the enthusiasm that pervaded the M. V. S. I., even though most of the students had sailed across the sound. Yet from Dr. Mowry, Supts. Edson and Meleney and other instructors still remaining, and from numerous advanced students who sandwiched bathing and scientific study, I discovered that there was an earnestness here that furnished a rocky foundation for the institution. The location is really admirable.

Cottage City is beautifully situated on Vineyard sound, and is noted for the salubrity of its climate, its delightfully cool winds, its sea bathing, and its excellent hotels and attractive cottages. It is an ideal place for a summer resort for teachers. The charm of the aquatic landscape is irresistible. I found myself so delighted that my stay extended two weeks. The position of the M. V. S. I. is a commanding one; not an hour passes that vessels are not seen passing almost within hailing distance.

Prest. Mowry is planning enlargements and improvements for the succeeding year; but it does not seem possible to plant an institution in a higher position educationally; each instructor seemed to be an educational picket. Success to the M. V. S. I.

A. M. K.

The four additional pages in this number have been devoted to primary ideas and methods; they are rich suggestions.



MAGICIANS THAT MAKE A CHILD'S LIFE  
HAPPY OR MISERABLE.

By MRS. L. J. POLLOCK, of Washington, D. C.

(Read at the meeting of the National Association in Toronto.)

A very different state of things is now existing from that in 1863 when I climbed up the stairs of the Boston State House to urge upon the Hon. Mr. Philbrick the advantage of having kindergartens given to the children of the public schools. "My dear Madam," he said, "we have hardly space in our school-rooms to accommodate the children, we could not think of giving them gardens."

Very few people at that time understood the term kindergarten, which means that the children are the flowers, and the teacher the careful conscientious gardener.

Well, even now the purposes of the kindergarten are not very well understood, for when we pleaded last winter in the senate chamber at the United States Capitol with Senator Plumb, to make an appropriation for free kindergartens to be located in the poorest districts of Washington City, he said, that he would not be instrumental in taking young children from their mothers, whose duty it was to train their children at home.

Homes! cried out one of the ladies who was with me, Slums! Those children we wish to benefit are under the horses' feet, while the poor mother is busy earning their daily bread. Why do you not shut up the public schools? Mothers cannot do everything. Their homes are not like yours.

To be sure, and even with an educated, wealthy mother, Senator Plumb's child enjoyed kindergarten training some years ago in our kindergarten. But the women's council was holding its meeting in Washington at that time, and the worthy senator thought we were working to give leisure to mothers and have them traveling around the country to plead for Woman's Suffrage.

No! Mothers who have not studied into the kindergarten philosophy are not at this age able to do justice to their children. Everything now has to be done by specialists to be done as it ought to be. The mother of the future will not be obliged to send for the doctor for every little ailment. She will have studied hygiene and physical culture, rather than astronomy or trigonometry. She will prefer to amuse her child in the manner indicated by Froebel, who would have a philosophical reason for everything that is done with or for the child, rather than to have impulse or the caprice of the moment dictate what actions to pursue with or for the child. If mothers would only take the trouble to find out what is meant by the kindergarten in the nursery, they would never excuse their lack of knowledge on the plea of lack of time, on the contrary they will find that they have more time than they had before.\*

Whenever I see a baby, I think what possibilities of good or evil are hidden there under that smiling face,

and parents, teachers, are the magicians to make his a happy or unhappy life, a curse or a blessing to humanity. We need not feel oppressed with this responsibility. If we do the best we can, in accordance with the light which is abundantly shed upon our pathway at the present time, we may leave the rest with God.

\* (In the National Kindergarten Manual, published by De Wolfe, Fisk & Co., Boston, Mass., full instructions are given how to use "the kindergarten philosophy in the nursery.")

## TO 10,000 IN A YEAR.

By SUPT. J. M. GREENWOOD, Kansas City, Mo.

Children are usually not admitted to the public schools before they are five years old; some of the states keep them out until they are six, and a few exclude them, in some cases, till they are seven. In general a child should not be started to school before the sixth year. At that age the brain has attained about 85 per cent. of its adult size, and the child is able to use it with as much precision as he controls his hands and feet. Without pursuing this remark further, I wish to call attention to what an average child from six to eight years of age will do in numbers the first year he attends school, if he attends school, if he has a chance; and it is the chance that I am contending for at this time. If any one's toes are tramped, he can obtain ample redress by pitching into me.

I assert that the educational doctors, big-pill, little-pill, foreign, or native, from Missouri, Massachusetts, or the Sandwich Islands, who prescribe "10," or "100," as the maximum dose which the child should take the first year he is in school, should be "bored with a dull gimlet for the simples." Such an educator is a fitter subject to lead the "Alliance Folks" to a haystack than to outline number work for little children.

There are crimes of a more virulent nature than others. It is more humane to kill a fellow creature by one blow with a bludgeon than it is to flay him alive, or to starve him in a noisome dungeon, or to press him to a pulp by a slowly descending heavy mass of wood or iron. But what are these methods of torture, compared to the person who sets himself up as a teacher, and then, in the name of education, starves the mind to a mental death? Who will say it is not a more heinous crime? It may lack the element of intent, and, therefore, save the culprit from hanging or electrocution, but the effect is the same. If such an instructor should be arrested for mental murder, what plea could he make that would hold good at the Bar of High Heaven? Ignorance by appealing to mercy might save him, but outraged justice—never!

How long does it take the average child to learn his letters? How long, reader, were you at that job?

This question was put to 165 teachers at an institute in

Iowa by the writer, and only one person of that number remembered when he did learn his "a, b, c's", and yet a noted educator had spent forty-five minutes in showing what a herculean task it is for children to learn their letters. How long will it take for the child to learn from "0 to 9"? Should it take more than a day for this job, even if it be let by contract?

In a week a child will read numbers up to 100, if the teacher will first let him learn 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. A little practice each day and the job is completed. If the child cannot count to a hundred, have him learn to do so at once. Children at first usually count away from the objects to be counted, if they are put to counting them. That is, they like to exercise their imaginations in counting as well as in other matters. It is a good thing for them to do so, irrespective of objects or previous conditions of mental, moral, or educational servitude. Let the fancy caper, is an excellent motto. The next step is to have them read 11, 21, 31, 41, 51, 61, 71, 81, 91, 101. Only one figure changes at each step. Some fellow from the rural district, or the city percentage district, will hop up and say, "Mr. Speaker, it can't be did!" Hold on, my worthy friend. Where is the child that ever went to school for a week, unless it be a school for the deaf and dumb, that did not learn: "Ten, ten, double-ten, forty-five, and fifteen," and have these separate things creep up through his thinking apparatus as fixed forms for all time—eh?

But now let us reconstruct. To destroy the foundation of belief, and not to give something better in its place, is wrong.

Teachers, one more sacrifice! Throw away all your shoe-pegs, tooth-picks, beans, grains of corn, and seldom or never use them except to illustrate some point. Put your children to working with numbers, if you want them to pull ahead. If you give a concrete example, follow it by an abstract one. If one is to be solved on the slate or blackboard, give the next one as a mental problem to be solved in the head.

I can take a class of average children of the age mentioned, and I will give no more time to numbers than I give to other subjects proportionally, and in one year's time, they will write numbers correctly to 1,000,000; add columns of figures up to 100, like a streak of greased lightning; subtract readily, multiply by three or four figures, and divide numbers by any one of the 9 digits, and not hurt or strain or tire their thinkers the least bit. Try it.

Some years ago, I took charge of a class of a dozen little boys and girls, and I heard them for forty minutes each day recite their number lessons. The first rule was, that no would ever copy or look at another's work till he had finished his own. All their written work was put on the blackboard during the recitation.

During the year, no one ever copied from another. Honest failure was meritorious, and they so regarded it.

This class not only read and wrote numbers to trillions rapidly, but they could work by "long division," as well as by short, and they had learned all the simpler cases of fractions as well as nearly all the tables, by doing them in Reduction.

They neglected no other work, but they were always a little ahead of time in getting into my recitation room.

Instead of having children copy "nonsense" on their slates, and calling it "little stories in numbers," put the children to the blackboard, give problems either to the entire class, or to each individual member, or to sections of the class, and put them to work and let them work with a will, not dream and snore, and grow lazy and dull, doing a little very laboriously. We want teachers who know how to get children to do rapid, intelligent, sensible work. Method in general is worth something, but that which cannot be put into practice, and does not charge the pupils with enthusiasm, is not worth raising a disturbance over.

Throw away the things about numbers, and let the children work with numbers, if you wish to succeed and quiet your conscience.

This is getting at the subject in downright earnest.

THERE is a pathetic touch in the fact given by a kindergarten teacher that the little street children who have been gathered up to be taught in Manchester, England, had never known the word *robin* as meaning a bird, or a *bee* as the little busy fellow that belongs to the children's world of song and story. They are learning of these live facts in Nature, as they learn fairy tales. How many street children in our large cities have never known of the commonest birds, flowers, or insects? It is a pitiable wrong to a child, that can never be made up, to compel a child to be passed outside of country limits.



DESCRIPTION OF A SCHOOL-HOUSE DESIGNED FOR NASHUA, N. H., LORING &amp; PHIPPS, ARCHITECTS, BOSTON, MASS.

A dozen architects were in competition for the building of this school-house, and the above plan was selected. It is a four-room building designed to accommodate 56 pupils in each room. The exterior is of brick, with free-stone trimmings. The underpinning is of granite, the roof is slated, and the gutters are of copper.

The exterior is finished in cypress, with maple floors. Swazey liquid blackboard and Francess town washable soap-stone finish for walls are used. Specially designed

wardrobes, of a new pattern, are provided. Play-rooms for boys and girls and separate sanitary conveniences are in the basement.

Smead's direct system of heating and ventilating is adopted, which is guaranteed to furnish 30 cubic feet of air per minute to each pupil at 73° F. in zero weather.

The cost of the building is \$12,000. The architects are Messrs. Loring & Phipps, Exchange building, State St., Boston.

## EXERCISES TO TRAIN THE PERCEPTIVE POWERS.—I.

By GEORGE GRIFFITH, New Paltz, N. Y.



READERS, did you ever carefully observe what transpires when your mind acquires a new item of knowledge? There is the object, here your mind. Trace the series of causes and effects from the former until its representation exists, clear and vivid, in the latter. In this course you will find that your mind acts, and that there is a mental product. To this action of the mind let us give the (popular) name of perception; and to this mental product the name idea. After repeatedly tracing this course of knowledge through all the different senses, you may reach definitions (also popular) somewhat as follows:

*That power of the mind by which we gain a knowledge of the external world is called (external) perception.*

*The mental image or impression of an external object, derived through the senses, is called an idea.*

I shall not stop here to defend these definitions nor to give other definitions found in psychologies, but shall hasten to my next point.

## WHY PERCEPTION SHOULD BE WELL-TRAINED.

Because:

1. *We can then acquire knowledge more rapidly and more accurately.* Two mechanics examine a plan for a piece of work to be executed by them. One of them instantly and accurately interprets the plan and executes the work. The other after laboriously studying the plan produces the piece of work wrong in several minor details because, as he excuses himself, "he didn't notice those." Two printers look over a proof sheet, two teachers a page of their pupils' written work. One sees and corrects every error, while the other "overlooks" many; and the book or paper goes out into the world part of its usefulness lacking because of its typographical errors, and the written work goes back to the pupils with its uncorrected mistakes liable to be perpetuated in their future habits. What is the cause of the wide difference between these two classes of workers? Unquestionably the leading cause lies in the fact that the one class have their perceptive power well-trained and the others do not. These are only common examples of two great classes of workmen and learners in the world, the one of which can see, hear, and feel, while the other cannot. The former gains knowledge accurately and rapidly, while the other seems unable to do either. The latter has an inaccurate memory because his mental impressions lack vividness—and the results of his reasoning are unreliable because so often founded upon inaccurate data. In the case of the former class, however, all the workings of the higher powers of the mind are more trustworthy because perception has furnished to these powers better material.

While the above reason for training perception may include all other reasons I shall specify two or three more.

2. *It will assist the pupil in learning to spell and read, and will make him more accurate in all his work.* Every primary teacher recognizes among her children the same two classes, one of which sees and the other does not. But does every primary teacher search diligently and intelligently for the cause of this difference, and then strive to remove this cause? I fear not. The fact that the children's powers of perception have not been trained or are not being trained is certainly the chief cause of this difference. Because in good kindergartens specific efforts are made to train the perceptive powers is one reason why children from these kindergartens are more accurate, from the start, in their school work. All teachers will find their efforts to secure accurate work from their pupils greatly aided by distinctive efforts to train the perceptive powers of those pupils. In fact, this is the main channel for work to secure accuracy.

3. *It will greatly assist in the practical duties of life.*

In selecting his goods the dry-goods merchant finds his well-trained senses of sight and touch worth thousands of dollars to him. So too the flour-merchant often tells the quality of flour through the delicacy of his sense of touch. The physician enters a sick room. With quick and accurate eye he sees every symptom and correctly diagnoses the case. So too the mechanic, the farmer, every worker in life's busy scenes, finds the power of quick, accurate sight, touch, and hearing, worth dollars and cents to him in his severe struggle for success or eminence.

4. *We will then be enticed more to the study of nature,*

*and will be enabled to see more beauty through life. He who really sees, will be more likely to study nature; and he who studies nature cannot help being up-lifted and benefited.*

Other reasons for training perception might be mentioned, but these ought to suffice to impress anyone with its immense importance. The question, therefore, that most needs answer is,

## HOW CAN PERCEPTION BE WELL-TRAINED?

A detailed answer to this, in the shape of practicable and tested school exercises, will be given in subsequent papers.

## CLOUD-GEOGRAPHY.

By E. D. K.

A teacher lay in her hammock last vacation and gazed half-absorbedly at the shifting cloud scene above her. All at once she started and fancy held her captive. What a lovely lake was just forming up there! Just like the deep lake-wells of Switzerland, with mountain banks of billowy, white clouds on every side; but the ether-blue of the lake was perfect! But just then the mountain drifts separated and an isthmus of the same heavenly blue joined this little fresh water sea to the great ocean beyond. In a moment soft white islands formed in the ocean; they connect; and with a light touch reach the ocean shore and a peninsula slowly shapes itself, whereon light-footed cloud-seraphs might seek the coast and bathe in the silver-tinted sea waves. For a moment the invisible scene-shifters are busy with a fresh surprise; and a mountain chain with towering peaks stretches into the hazy distance; with sailing motion other chains with deep-cut valleys drift into line and a mountain system, full of grand suggestiveness, comes to view. But see! on the topmost peak a bit of fire-color plays for an instant and is lost from sight. Is that a celestial volcano? Slowly the scene changes and one long point of cloud-land reaches out into ocean blue, and a perfect cape, covered with forest outline is plainly visible. Overhead hang threatening cliffs with weird-looking phantom shapes revealing on the wildest height. They vanish; clouds form into precipices on two sides and a long line of river-blue lies between, making a perfect canon that has not needed the ages to cut its way through the overhanging rocks. Hark! Has some ponderous stone broken from the dizzy height and gone thundering down into that yawning chasm?

"Do you hear them blasting rocks over on the hill-side?" came from the open window—and the enchantment was broken. Only a summer afternoon, a hammock, and a pretty, moving cloud-sky.

But the teacher did some thinking. "Here I have been racking my brain," she said to herself, "to give my little folks an idea of the forms of land and water, and never once have I taught them to 'look up'; just wait till I get back into the school room—again!"

## "SEEK THE CAUSE WITHIN."

By LUCY AGNES HAYES.

A teacher was complaining of lack of something in her pupils. A friend interrupted her with the startling words—"Seek the cause within yourself." How many teachers have entered the school-room, looked around, and said to themselves: "This is the worst school I ever knew! I'll begin active measures to-day. This state of affairs shall be ended at once!"

We all know those days; we remember with shame the "active measures"—the irritated brain—the surprise of the children—our own humiliation! We acknowledge that the disorder was in ourselves, not in our school, or, in the school because in ourselves. "Seek the cause within," worried teacher. The party that kept you up so late last night that your nerves are unstrung to-day is one cause. That somber hour of "care for the morrow" when you were looking into a future that may never be, is one cause. The mean thought that you did not drive away is a great cause. Those hasty words and actions of yesterday aroused your "bad" pupil's "bad" blood, and are causes. We carry bane or blessing in ourselves. "Seek the cause within yourself."

*The editors have striven to make the additional pages in this number, of the highest service to primary teachers.*

*Will our readers, in noting the special primary material in this issue, call the attention of primary teachers thereto.*

## THE SCHOOL ROOM.

AUG. 28.—SELF AND PEOPLE.  
SEPT. 5.—DOING AND ETHICS.  
SEPT. 12.—LANGUAGE AND THINGS.  
SEPT. 19.—EARTH AND NUMBERS.

## LANGUAGE WORK FOR THE LITTLE ONES.\*

HARRY AND HIS LITTLE BOAT.

NUMBER 1.

Language exercises of the following kind always interest the little folks. Let the children write answers to the questions that are given in the different paragraphs below, and thus build the story of "Harry and His Boat." Other names may, of course, be substituted by the children for the names of the boy and the boat.

In correcting see—

1. That the correct forms of both verbs and nouns have been given.

2. That capitals and punctuation marks have been correctly made and placed, and

3. That the paragraphing has been followed.

Who had a little toy boat? (Harry.) Who gave it to him on his fifth birthday? (His papa.) How many masts and sails did it have? (Look in the picture.) What did Harry name it? (The Zephyr.)



Who ran to the duck pond as fast as his little legs could carry him? Who did not even wait for his dog, Jip? Who also left his hat behind in his great hurry? (Harry or He.) As he ran what did he carry under his arm? (The Zephyr.)

How did he place the Zephyr on the water of the pond? (Very carefully.) What sprang up just then? (A light wind.) What did the wind do to the sails? (Filled.) Where did the little ship sail? (To the other side.)

NELLIE'S PET BIDDY.

NUMBER 2.

What did Nellie's mamma give her one morning? (A piece of cake.) As soon as she got it where did she run? (To the yard.) What did the little girl find in the yard? (Her pet Biddy.) Who saw the cake in Nellie's hand? Who was hungry besides Nellie? Who ran to get a piece of cake from Nellie? (Pet Biddy, the hen, she.)



What did kind Nellie break from the cake? (A small piece.) Where did she hold it in her hand? (Picture.)

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What did she ask Biddy to do? (Think.) What did the pet hen do? (Looked up.) What did Biddy seem to say? (Picture.)

Who held her hand down so that the hen could reach the cake? Who pecked the piece of cake from Nellie's hand? Who ate it up and then looked up after more? Who got nearly half of Nellie's cake before the girl went back to her mamma?

What did Nellie find in Biddy's nest next morning? (An egg.) Who told her mamma that the egg was to pay for the cake that was fed to Biddy the day before?

### LEARNING TO BE HELPFUL.

(Report of a lesson given at primary department No. 40, Miss C. C. Wray, principal. A little boy was inattentive and the teacher called him out, saying: "I had to call Charley because he was not one of my busy bees.")



WHAT kind of a nest is this? (showing the nest). "A robin's nest." Which is larger a robin's nest or a sparrow's nest? How many birds do you think made this nest? What do we call them? "The mother and father birds." What do the birds make their nests of? Who tied this nest to the twig? Who do you think taught them to make it?

What did the mother bird put in the nest? What did she do then? Why did she sit on the eggs? What did the father bird do? By and by the mother bird heard a little scratching noise inside the eggs, what made it? What were the little birds that came out of the shells? "Little robins."

The little robins were very hungry, their mouths were always open and the mother and father birds were kept very busy feeding them. The food made them "Strong." By and by they were strong enough to jump out on the branch. Their wings grew and then they could "Fly."

What kind of a bird made this nest? How many of them? What did we call them? Did they have to work hard to build the nest and feed their little ones? Then they were very "Busy." Just as busy as the bees we talked about the other day. Now let me see some of my busy bees (giving a brief hand exercise).

Tell me something you do to be a busy bee at home? Susie, I know you help your aunt. Can you tell us something you do? Little girls can do a great many things in a house. The other day we had a word in our lesson that meant to help. Do you remember what it was? ("Work.") We could use work sometimes. You could say, "I will work for mamma," but I was thinking of a little word of three letters, that means help. "Aid." Right. Aid means to do what? "To help." When do you like to help? I will write what you say on the blackboard.

"I like to help my mother." "I like to help my teacher." I hope you all like to be as busy as the birds and bees. Charley may go to his seat now.

### LESSON ON A FOOT-RULE.

By BELLA HERRING, Allegheny, Pa.

(This lesson is designed to emphasize the use of the term measure; children's ages about eight years; class standing around a number-table.)

What have I (holding up a foot-rule)?

"A ruler." Yes, but who can give another name for what I hold?

"A foot." That is right; but who can give another name?



Yes, it is "twelve inches," but who can give me another name still?

"One third of a yard."

Why do you call it one-third of a yard?

"Because there are thirty-six inches in a yard, and there are twelve inches in a foot and I think twelve inches is one-third of thirty-six inches."

True; but I wonder if I could find another name for this? What can I do with this? (laying the rule down upon the edge of table.)

"You can measure how long the table is."

You mean that we can measure the length of the table. Now, if I can measure with this, what can we call it?

"A measure."

Eddie, take this measure and find the length of the table.

"Five feet and one-third of a yard." (General smile around the class, and hands raised.)

"One-third of a yard is the same as a foot and the table is six feet long," (suggested Mary.)

Mary thinks the table is six feet long; how many agree with her? (Class see Eddie's mistake and agree with the correction.)

John may measure the end of the table.

"Three feet and a half and three inches."

Sarah, you may measure the same that John did.

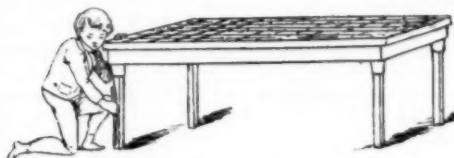
"One yard, a half-foot, and three inches." (Class grow impatient and want a chance to correct this.)

Frank, I will let you try and see what you find it to be.

"Three feet and nine inches."

Right; that sounds better but the others found the right length; but in measuring we call a part of a foot and the inches left over by the number of inches in both.

How many inches in two feet and two inches? In a foot and a half and four inches? In two and one-third feet and one inch? In one foot and three-fourths and two inches? In a half foot and five-sixths of a foot and four inches? In one-half of a third of a yard and six inches?



Find the height of the table; the size of the drawer; the length of the window sill; the width of the door. How far is the door knob from the floor? How much longer is your slate than your reader? How much wider is my desk than yours? What is the length of those two benches? Who can tell me how tall Jane is? How much taller is George than Robert? (Children find great enjoyment in measuring each other.)

### TEACHING THE MOTIONS OF THE EARTH.

By O. M. L.

(For Primary Classes.)

What did we learn about the earth yesterday?

"It is a ball."

Can't you tell me something else about it?

"It floats in the air."

Who would like to play at being the earth this morning? Clara may be the earth. You may come up here and hold this ball, Clara. Now, what is the ball that is larger than the earth and brighter?

"The sun."

And who would like to be the sun?

Fred may be the sun this time, and hold the larger ball. You mustn't forget you are shining, too. Fred



may stand here, and Clara over there. Now we know that both the sun and the earth float in the air. Is there any one in the room who can tell me if they ever move, or whether they float in the same place all the time?

"They move."

Can you tell me about it, Johnnie?

"The earth stands still, but the sun moves around it."

How many think so? Who thinks anything else? Then, children, I am going to tell you a great secret. It is the sun that stands still, and the earth that moves around it. Isn't that strange? Now we are going to watch Fred and Clara play the sun and the earth. Do you know what to do? Who can tell me that secret I told you just now? Are you sure you can, Jessie? Then you may go and whisper to the sun what he must do, and to the earth what she must do, and we will watch and see if you tell them right. (Jessie whispers and takes her seat; Fred stands still and Clara walks around him.)

How many think that is right? Now Walter may tell what they are doing.

"The sun is standing still and the earth is moving around it."

The earth always has a regular path to float in, so we will make one like it for Clara. (Marks with chalk an ellipse on the floor.) Can any one remember what we call a figure like that in drawing?

"An ellipse."

Now we are going to find out something else the earth does. Ethel may be the sun now, and who thinks he can be the earth and do something harder this time? Harry may try. The earth moves around the sun, and all the time it is doing that it is whirling around by itself, too. You may stick this hat pin through the earth, Harry, and make it whirl on that. Now do you think you can show me the two things the earth is doing all the time?

(Harry whirls the ball on the pin, and walks around Ethel.)



That is all right. It happens that the earth is tipped about like this. (Showing.) Can't you remember all these things? (Harry goes through motions again, keeping ball inclined.)

That is very well for the earth. What is the sun doing all this time, Ethel?

"Standing still."

Aren't you doing anything else? What is the sun giving to the earth, class?

"Heat and light."

Yes, we learned that before, didn't we, Ethel? Now, we'll have some real heat and light for the sun to give. (Lights candle and gives to Ethel.) Now, Harry, you may be the earth a ain and we will watch and see if we can't find out something else. If this room were all dark, would our little sun light the earth?

"Yes, it would."

"What! All of it?"

"Only part it."

Which part? Ned may show me. We'll put a piece of paper on that part. (Pinning on a white circle.) Now go on, Harry. (Harry turns ball.) Is the sun shining on that part now? Then, class, does the sun always shine on the same part? Why not?

"Because the earth keeps turning around."

But the sun is always shining on it somewhere. Does it shine on the part turned away from it? Then which part?

"It shines on the part turned toward the sun."

Could the people living here see the sun? (Pointing to the lighted part.) Could they now? (Harry moves on; she keeps her finger there till it is brought into the the darker part.) What do we call it when we can't see the sun and it is dark?

"Night."

And when we can see the sun we call it—

"Daytime."

What is the reason that we can't see the sun at night?

"Because we are turned away from it."

And why is it light in the day-time?

"Because we are turned to the sun."

Who would like to tell me all about the reason why we have night and day? Now I will put in this tack and play a little girl lives in this place. When Harry turns the earth so that the sunlight is just beginning to touch her early in the morning, what do we call it? When this big earth we're standing on now is just turning around so that we can see over the edge of it, what do we call it?

"Sunrise."

Yes, now watch. Harry will turn the earth slowly till that same little girl comes back to the same place. Now, how long does it take for the earth to turn once around, Clara?

"One day and one night."

Yes; and how long do you suppose it will take you to float around the sun once?

"Two weeks."

No, it takes more than that. It takes a whole long year. Now Paul may show us once more how the earth is moving. Mabel may tell us how long it takes Paul to do it.

'It takes him one day and one night to turn around, and one year to go around the sun.'

Yes. Now you may all take your slates and draw on them a picture of the sun and the earth, and put a dot where you live, and tell me, when I come around to look at your slates, whether you are in the light, or all in the dark.

### THE YEAR AND THE DAYS.

By M. A. CARROLL.

Miss Lucy had been to see some little kindergarten children, and she told her own class some of the things they did. She told them about the "time record," a little straight mark on the blackboard for every day in the month. Every morning a child was called to "cross off yesterday."

Why do you suppose they marked the days in this way? asked Miss Lucy. The children thought it must be because the little folks, couldn't read figures. Why do they need figures, why do they have anything to show the days? (Miss Lucy did not expect an answer to this question.) When I show you three blocks in one hand and four in the other, do you use figures in adding them? Why not? Then you can think "three and four are seven," but suppose I say,  $17,928 + 23,702 + 45,681$ , what do you use? Why? ("We can't think such large numbers.")

Can you think of a week—think every day? Can you think of a month? (Doubtful looks.) Can you think of a year? How many weeks, are there in a year? Since you are sure you can think of a week, I will make fifty-two marks like this  $\times$  on the blackboard and we will call each one a week. See what a long row it makes! Now can't you think of four of these weeks and two or three more days all together? What do they make? How many months make a year? Then let us have twelve larger crosses for the months of the year. I will rub out the weeks.

I told you that the kindergarten children sometimes have pictures in their time-record. For instance, if there is a national holiday they would have a picture of what? (A flag!) Suppose we have a picture for each of our months, that will tell us something that happens, or something that we do, in that time of year.

What picture shall we have for January? (Several suggestions but the general wish is for a sled. The teacher draws it.) What shall we have for February? There is a holiday. (A flag for Washington's birthday.) Is there any holiday in March? What happens once in four years in March? (A new president takes his seat.) We must have something for that. Yes, we might have a flag, but suppose we have a shield instead. The president has a flag of his own with a shield on it.

What shall we have for April. (One of the boys remembered that Grant's birthday is April 19.) I am glad you thought of that, and April was a very good month for the birthday of a great general. Who knows why? We do not have a national holiday then, however, so we must have something besides a flag for that day. Let us have a wreath for General Grant. Who knows what kind of leaves were used in very ancient times to make wreaths for those whom people wished to honor?

May comes next—look out for holidays. (Arbor-day, Memorial day.) We have a tree for Arbor-day, of course, and a flag for Memorial day. How must we have the flag? (At half mast.)

There are two famous days in June. One is the day when congress adopted our flag and the other is the anniversary of the battle of Bunker Hill. Near what city is Bunker Hill? Who can tell something about the battle? Let us have two small flags crossed for June, for I am sure each of those days deserves one.

What and when is our next holiday? We shall all want to wear our flags on the Fourth of July, but suppose instead of a flag, we have an eagle for our picture. Why will this do as well? I don't think of any holiday in August. What do you like to do in hot weather. (Many voices are for rowing, fishing, and sailing, so a boat is chosen.)

Labor-day comes in September, what shall we have for it? (Many suggestions, a pickaxe and a pen finally decided upon). In October a famous man found, or discovered, the biggest thing that ever has been found. What was it? What shall we have for the day when Columbus found a new world? (A hemisphere.)

What comes in November. (A chorus of "Thanksgiving day.") Yes, and another day we ought to be thankful for—election day? What does that mean? I want a picture of a soldier for election-day—not that we all ought to fight for our country, but every man ought to be just as brave and faithful as a soldier, in doing his part to make good laws and to keep them. What shall we have for Thanksgiving day? (A majority for a turkey.) Then November and May have two pictures.

There is one more month, and a holiday too. What is it, I wonder? What shall we have for the picture? (General chorus "a Christmas tree!") Now can you think of a year—a long year with all these wonderful days? Shut your eyes and try.

### LESSON ON 24.

By ANNA VAN DER ZEE LEE, New York City.

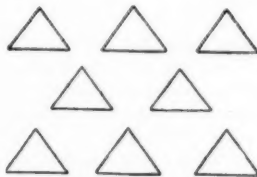
Children, I want you to tell me how many splints I give May.

If May has two bundles of 10 splints and 4 over, how many has she?

How many are  $10 + 10 + 4$ ?

If May has 20 splints and I give her four more, how many has she?

May has 24 splints and gives me 10 of them, how many has she left?



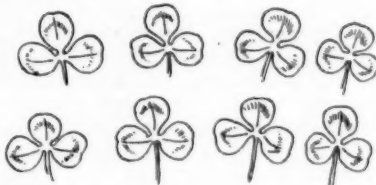
I bought two dozen pens yesterday and gave 12 of them away, how many had I left?

I bought a dozen buttons and found I needed 12 more, how many did I need?

How many 12's in 24? How many 2's?

The other day I saw so many soldiers' tents, how many lines did I use to draw them?

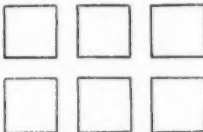
One little chicken has 8 toes, how many toes will 3 little chickens have?



I picked 8 clover leaves yesterday how many leaflets did I have?

How many 8's in 24? How many 3's?

If I were to give you each 24 splints, how many soldiers' tents could you make?



If one square has 4 sides, how many could you make with 24 splints?

I gave 6 little girls 4 sticks of candy apiece, how many did they have altogether?

How many 6's in 24? How many 4's?



I picked 6 four-leaved clovers, how many leaflets had I?

THE education of children should be based upon self-activity. The needs of every child give rise to a desires and the desires to activities of some kind. A philosophic system of education will look through these activities to the needs which they represent, and will so direct them that, while they excite present interest and gratify present desire, they will also contribute to intellectual and moral growth and to the future and permanent well-being of the child.

### HOW WE HEAR.

By M. A. C.



HO remembers our talk about sounds? What makes sound? Is sound the motion of the air? Ah! I thought some one would say "yes" but think a minute. Here is a drum I asked Harry to bring this morning. Harry, take the drum-sticks and strike the head of the drum. What makes the noise? I will take away the drum and leave you the drum-sticks. Now make the same sound. ("I cannot.") Why not? ("I have no drum.") Then it takes something besides a boy and drum-sticks to make that noise; you must have the drum also.

Suppose I lay the sticks on the drum and leave them there, shall we hear any sound? What does the drum-head feel when you strike it? Then it takes what to make the sound we heard?

We have said that the sound waves spread out in circles. When I clap my hands, the motion of the air starts from where my hands touch and spreads out in every direction until it strikes the ear—yours or mine. I will draw circles on the blackboard. In the middle (pointing) is where the air is set in motion, here are the waves (circles) and here (outer circle) is the ear of the only person in the room. Let us suppose that you are that person. Do you hear when the air begins to move far from your ear (middle of the circles). Do you hear when the waves are nearer, but not touching your ear. When do you hear?

Then we can only have sound when we have air (or something else that will carry sound waves as well, a solid body will do it), motion, and what else? ("Some one to hear.")

But what do we use to hear? What is the outer ear, all the part we see, shaped like? Who has seen a person who was partially deaf put his hand up behind his ear in listening? Why do you suppose he did so? Yes, but why did it help him?

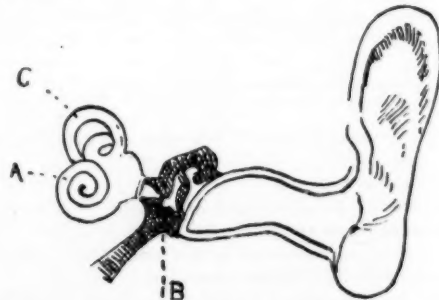
If the sound-waves were very feeble, or if they seemed so, because the person's hearing was not good, do you think it would help to gather up as many of them as possible?

How is it that you can pour a liquid into a small necked bottle through a funnel, when if you did not use the funnel, you would be sure to spill the liquid?

Can you think of sound-waves being made to go into a narrow place? Then of what use is the deaf man's hand or ear trumpet? If the trumpet helps him to hear, what do you think this outside part of the ear does for us?

Who has heard of the drum of the ear? Why do you think it is called so? Look at the drum we have here: how is the head made? Just so, the drum of the ear has a skin or membrane that stretches across a hollow place filled with air. This drum and the tube leading to it are called the middle ear. Inside the drum are three tiny bones called, from their shape, the hammer, the anvil, and the stirrup.

The inner ear has three tiny canals in the shape of semi-circles and one shaped like a spiral shell. They are filled with a liquid in which float the ends of the nerve of hearing, which carries the messages of sound to the brain.



This drawing on the blackboard is larger than your ear or mine. Can you think of an ear a great deal larger still? Think of one with a drum as large as our toy-drum here; think of a funnel at the head (for the outside ear) and three bones inside just large enough to reach from one end to the other and leave a little room between them. Or think of any three objects large enough to almost, but not quite, fill the space. Now suppose I rap on the head of the drum as sound-waves knock on the drum of the ear. What happens?



## EARLY LESSONS IN FORM-EXPRESSION.—I.

By GRACE HOOPER, Rice Training School, Boston, Mass.



THE ceaseless activity of little children must find expression in many ways. It is their nature to be always busy, always doing; and when the child begins his school life it is the pleasant task of the teacher to direct this activity into channels which will arouse and hold his interest, and teach him to see and understand the wonderful world of nature and of art.

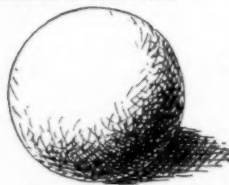
**Aim of the Lessons.**—It is the purpose of these lessons to present to the observation of the child the existence and use of *form*; to train his eye and mind to distinguish and compare form; to teach him to express, through language making and drawing, the result of his study, and from simple beginnings to lead him through the varied and more complex steps into a comprehension of the meaning of beautiful form, and its application in the industrial and artistic world.

**Forms to be Taught.**—In our first lesson we present to the child a most natural and well-known form—the sphere. Following this we study the half-sphere, the cube, half-cube, cylinder, and so on. We observe their parts, the relation of these parts to each other, and to the whole: the shapes derived from the forms; their action and arrangement, and the method of representing them.

**Material for a Lesson on Spheres.**—Small wooden spheres are the best to be used in studying this solid. If these are not provided for the school, balls or marbles are always at hand. Circular tablets cut from stiff brown paper—the circles being an inch in diameter—and strips of white or light brown manilla paper on which to place them. Rings will be found very useful.

**Clay.**—A slate upon which to mold it, and a bit of pointed wood (a wooden tooth-pick) will complete the outfit. The care of the clay will be spoken of later.

The material can be kept in separate pasteboard boxes and can be quickly distributed at the beginning of a lesson, the little ones always being delighted to assist the teacher in the work.



**The Sphere.**—The child has known a ball from babyhood; he is familiar with marbles, beads, fruit, etc., so he will immediately recognize their form, but let us see if he cannot become better acquainted with it.

**Method of a Lesson.**—Distribute the spheres, one to each pupil. Each child should have a sphere; for an object in his own hands is of far more interest and value to him than the same object in the hands of another. He learns by touch as well as by sight. Possibly the spheres may not all be the same size, but that is of no moment. The shape is the important thing. Holding one before the class the teacher may say, "Children we are going to talk about this little object that looks just like"—"A ball". "Yes, balls are just this shape, but are they not made of something different?" Possibly some child has a ball on the desk, and the difference can be illustrated. "But we must give this object a name, for it has a real one, just as little boys and girls have. We will call it, *Sphere*." "Children, hold the little spheres tight in your hands. Grasp them hard, and tell me if they hurt your hands?" "No, not at all." "Tell me how they feel?" "Smooth," "hard," perhaps "round," will be given, and that is the point they are to observe—the *roundness* of the sphere. The teacher may then direct them to move their fingers round and round on the *outside* of the sphere (use the term constantly). "We call this round *outside* the *surface*. It is a beautiful, even, *whole surface*, is it not?"

**Action.**—"Place the sphere carefully on the desk, Ruth, and see what it will do." Ruth says, "It is *standing still*." Let them all stand very still for a moment. "Call for short sentences from different children expressing this action." "Touch it, Robert, and see what it will do." "It will *roll about*." "Any light touch will make it roll, it stands on such a little part of its round surface. See how it *rolls in any direction* we wish to send it." "You see now why balls and marbles are made in this shape; they are pleasant to handle and will roll about so easily."

**Arrangement.**—One child may place two or three spheres on his desk in an even row, and another sentence be called for, stating how many, as, "There are three spheres placed in a row."

**Different Views.**—"Edith, hold your sphere right before your eyes and tell me if you can see all of it." "No, only a part." "All the children touch the part you can see, that is *facing* you; touch the part you cannot see, that is *turned away* from you."

**Objects like the Sphere.**—The children recognize the likeness to a ball, or marbles, in a previous lesson; again they may be asked to think of, or bring other things, they have known, very much like a sphere. One will bring an orange, another an apple or some nuts. "Who has ever seen peas (blackboard sketch here) growing in their pods, or been to the blueberry pastures?" "Who has gathered clusters of bright red currants?" "One little girl lost her balloon the other day; what was its shape, Lucy?" "Some day we will blow some soap bubbles and see their beautiful shapes and colors." Thus the children will learn to watch for the forms which nature gives and learn how each one is fitted to its purpose.

## TABLETS.

**The Circle.**—Taking the sphere in one hand let us move our finger round and round on the *surface*; then move it on our desk or in the air in the same direction. This will represent the outline; in shape a *circle*. The teacher may tell the same story with the chalk, making a circle on the board; and then present to the class a *ring*, and a *circular tablet* representing the same outline. Then the name "*Circle*," may be taught and the ring and tablets distributed to the class, using each kind in a separate lesson, but employing the same method.

"Place the circles on a slip of paper, children, in an even row across the paper. Again a row up and down. In a slanting direction. Place them touching; near together, far apart. I will write on the board what you have done, and some bright little boy may read it." "We thought of many things the other day that a sphere looked like; can we not think of something a circle looks like?" A picture representing a moonlight sail or a sunset may be drawn on the board.

**Clay Modeling. The Sphere.**—"I know every child would like to make a little sphere, just as round as the models on his desk, and there is something else on the desk of which he can make one." On each slate has been placed a lump of clay—a rough cubical block.

The teacher may first mold, the children watching; then they may work. The clay should be held between the thumb and fingers, and carefully *pressed* into shape. Rolling it between the palms, will hide it from sight and we cannot note its progress. When formed we may roll it lightly on the slate or in the palms to give it a smooth finish.

Let them be placed on the slates and criticised by the teacher. One is uneven; it should have been pressed a little more here and there. In one there are broken places. The clay should have been welded together evenly at the start. Some are flattened; show how they can be rounded out. Some are remarkably well done for such little fingers.

**Modeling an Object.**—In another lesson we will mold an apple. Let each child have an apple to copy. First make the sphere as before, but do not finish it quite so smoothly. Then we place our fingers on opposite parts of the surface and flatten it. Work out the depression for the stem end with the finger, and roll a bit of clay



for the stem. Make another depression for the blossom end, and with the tooth-pick, roughen up the clay to indicate the shape of the dried blossom. Some day let the children make a string of beads, a peach, or a bunch of cherries.

**Review.**—The sphere may be modeled from memory as a review lesson.

**The Care of Clay.**—The clay used is light gray in color and can be obtained at potteries at from three to five cents per pound. Ten pounds will supply a class for some time. It should be kept in a covered earthen jar, or in a deep dish covered with a damp cloth. When it is required for use, the mass should be placed on a slate or board, worked together, so that it will be free from cracks or holes, and then cut with a wire or stout linen thread into cubical blocks about one and a half inches in size. The children should be taught to work quickly, and to handle the clay as little as possible, as it will dry

and crack with the warmth of the hand. After the lesson simply rub the hands together to remove the clay dust. Some of the models may be saved, and the rest cut up, worked together, and put into the jar for future use.

## LAYING THE FOUNDATION FOR PRACTICAL QUESTIONS IN NUMBER.

By ANNA B. BADLAM, Principal of Training School, Lewiston, Maine.

It has become a popular belief that little children can be taught to understand almost any subject, if it is presented in a simple enough form to their understanding, and if the general details can be brought home to them through their own experience; or, in other words, if they can *learn to do by doing*.

The training of the young mind in all directions is one of great interest, of vital importance; yet, valuable as our methods by deep research and practical experience have become, there is ample opportunity for better and more comprehensive work in the future; and, in no one direction, more than in unfolding to the mind of the young child the intricacies of what may be termed the *language of number*.

## PLAN 1.—FIRST PRIMARY.

After the development work of each day has been completed, lead the child to comprehend simple expressions of *number-language*. Material.—A ball-frame, the balls of which can be easily seen across the room; a quantity of colored splints; a box of alphabet blocks, or any material easily handled by the teacher and perceptible to the class.

## ADDITION.

(Standing behind the table with the ball-frame in full view of the class.)

Mary had so many (representing two with the balls) apples. Frank, tell the story.

"Mary had two apples."

(Continuing, and moving balls to illustrate.) The mother gave her so many more. Harry, tell the story.

"Mary had two apples, and her mother gave her two more."

(Moving the two groups a little nearer to each other.) I wonder who can tell the story just as Harry told it, but finish it by answering my question. How many apples did Mary have?

"Mary had two apples, and her mother gave her two more; then she had four apples."

Continue with such questions, or rather the illustration of such questions, until all the facts that have been developed in addition during the course of the daily lessons have had practical illustration.

## SUBTRACTION.

Frank had so many marbles (illustrating with balls on the frame). Harry, tell us.

"Frank had five marbles."

He had a hole in his pocket, and lost so many (covering two balls with her hand). Nell, tell us.

"Frank had five marbles, but he lost two, because he had a hole in his pocket."

I wonder if Hattie can tell the same story and answer my question. How many marbles did he have left?

"Frank had five marbles; he lost two from a hole in his pocket, and had only three left."

1. Continue this subject as in addition.

2. Vary the work to avoid monotony, and to accustom the children to take an active part in the illustration of facts, by allowing some one to volunteer to represent the groups on the ball-frame as the teacher tells the story;—later, let some child volunteer to tell the facts of the story, which is suggested to him, as he sees the groups represented by the child-teacher.

3. Illustrate by pantomime the addition or subtraction of groups, and let some child volunteer to supply the story.

4. When the children can comprehend the simplest forms of *number-language*, gradually unfold to them new forms and expressions by selecting questions from a book of a suitable grade, taking care to illustrate each fact as it is given to the children.

5. Cut from old arithmetics illustrations that can be utilized for practical questions in addition or subtraction; let the more self-possessed children volunteer to supply the stories suggested by the illustrations they may choose, until, later, it is the exception when a child hesitates to read the number story the illustration tells him.

## PLAN 2.—MIDDLE CLASS PRIMARY.—ADDITION.

Material the same as for the lowest grade.

A man had seven white chickens and three brown ones. How many chickens had he?

(Child passing to the ball-frame.) "These (separating seven balls from the others) represent the seven white chickens; and these the three brown chickens. (Pushing the groups nearer together.) Seven chickens and three chickens are ten chickens. The man had ten chickens. Seven and three are ten."

Continue such work, having five or six practical questions illustrated daily, keeping pace with the development work.

## SUBTRACTION.

There were twelve birds on the top of a barn, but five flew down to the ground; how many birds were left on the barn?

(Passing to the ball-frame.) "These twelve balls represent the birds on top of the barn (covering part with his hand). These five represent what flew down to the ground; these seven represent what were left on the barn. There were seven birds left on the barn. Five from twelve leaves seven."

(If time be limited, the addition work could be taken on one day, the subtraction on the following.)

Harry bought two apples, and paid three cents apiece for them. How much money did he spend?

(Passing to the ball-frame and arranging the balls.) "These (moving one group of three) represent what Harry paid for his first apple; these (moving three more) represent what he paid for his second apple. He paid two 3's or six cents for the two apples. Two 3's are 6."

Tom had ten cents to spend; he wanted to buy oranges at five cents each. How many could he buy?

(Passing to the ball-frame.) "These (separating ten balls) represent the ten cents he had to spend. I must find the 5's in ten to know how many oranges he could buy. I can find two 5's in ten. (Showing on the frame.) Tom could buy two oranges at five cents each. There are two 5's in ten."

(If time be limited, confine the work in addition and subtraction to Monday and Tuesday, reserving Thursday and Friday for the work in multiplication and division.)

## PLAN 3.—UPPER CLASS.—PRIMARY.

Material as above, also various groupings of buttons strung on short strings, convenient for representing sums of money.

Mr. Brown bought a coat for \$7 and a pair of shoes for \$8, what did he pay for both?

"He paid \$7 and \$8, or \$15."

Prove it to us.

"This represents the \$7 for the coat (holding up a string of seven buttons). This represents the \$8 for the shoes (holding up a string of eight buttons). Both represent what the coat and the shoes cost; 7 and 8 are 15."

Willie bought four apples at three cents each. What did he pay for them?

"He paid four 3's or 12 cents."

Prove it to us.

"This represents what the first apple cost, (touching the group of three cents each time,) this what the second apple cost; this what the third apple cost; this is what the four apple cost; the four apples cost four 3's or 12."

How many apples can I get for nine cents, at three cents each?

"You can get three apples."

Prove it to us.

"This represents the nine cents I have for apples, (holding up a string of nine cents,) they are three cents apiece. I must divide my nine cents into groups of 3's; there are three 3's in 9. I can buy three apples at three cents each."



If four apples cost eight cents, what will one apple cost?

"One apple will cost two cents."

Prove it to us.

"This represents eight cents, the price of four apples, (holding up a string of eight cents;) I must divide my eight cents into four parts or fourths (touching each group). This represents what the first apple cost; this what the second apple cost; this what the third apple cost; this what the fourth apple cost. Each apple cost one-fourth of eight cents or two cents."

The main thought to be held in mind always, should be the power of the child to illustrate this thought by

objects or crude drawings, before we can be sure that he understands the terms of a question, which power alone can help him to form his questions, when, later he has to change from mental to written work in his encounters with more difficult problems.

## LESSON ON MANNERS.

Good-morning, children.

"Good-morning, Miss L—."

Who would like to take a walk?

We will call this side of the room Larchmont and that side Mamaroneck. Bertha and Willie may go for a walk. You may take your places. Children, what does a gentleman do when he meets a lady?

"A gentleman lifts his hat when he meets a lady."

Who speaks first?

"The lady speaks first."

You are out of doors (to Willie). (Willie puts hat on.) Ready! Walk! (They walk toward each other. Bertha bows; Willie lifts his hat, bows, and both return immediately to seats.)

Children, is the lady obliged to speak to the gentleman?

"No, but if the lady speaks the gentleman should do so too."

Mary and Charlie may go for a walk. (Charlie is particular to see that Mary precedes him to position.) (They meet—Mary says, "Good-morning, Charlie"—and bows. Charlie replies, lifts his hat, bows, and both return to seats.)

Suppose a lady is out walking and she meets two gentlemen; one she knows, and the other she does not know; what will the gentleman she does not know do, when the lady speaks to his friend?

"He will lift his hat, too."

Will he speak to the lady?

"No, he will not because he does not know her."

Martha and Harry may go for a walk; Harry may choose any one he likes to walk out with him. (Both boys wait for Martha to precede them. They meet and exchange salutations.)

Suppose you were coming to see me with a little friend whom I do not know; what will you do, children? Bessie may tell us what she would do.

"I would introduce my friend to you."

Who can do that? Everett. Everett may choose any one he likes and come to call on me. You may call this the door of my house. (They retire to dressing-room or other convenient place. Everett knocks—is admitted by Miss L—.) Good-morning, Everett.

"Good-morning, Miss L—. This is my friend, George Clandanning, Miss L—."

Good-morning, George. I am glad to make your acquaintance. (To both.) Will you sit down? (They return to seats.)

Two ladies go out shopping. They are talking as they walk along and one of the ladies drops her pocket-book, without noticing it. A gentleman, walking behind the ladies, sees the pocket-book drop. What should he do? Kate.

"He should pick up the pocket-book, catch up with the ladies, and, lifting his hat, say, 'Excuse me, ladies, but I think one of you dropped a pocket-book.' The lady who dropped the pocket-book should take it, and say 'Thank you.'"

We will play horse-car now. (It is supposed that the children are seated in two rows, boys in one row, girls in another.) The boys may face the girls. Sammie may be conductor and stand here (at one end of the two rows). Minnie may play that she is going to take the horse car. (Minnie stops the imaginary car. As she enters a boy rises, and lifting his hat, says, "Take this seat, madam. The lady takes the offered seat and says, distinctly, "Thank you.")

## THE DRAWING OF PLANS.

By FLORENCE THOMAS, Delanco, N. J.

Drawing is rapidly developing as a common school study because of its practical as well as its aesthetic value.

As it trains the hand in connection with the mind it has a foremost place in the industrial work of the school.

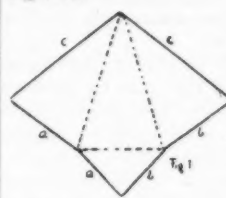
A valuable exercise in drawing is to make plans, and from these plans to construct the real objects. The utility of this exercise can be seen when we consider how much of the work of the world is done in this way. The greatest architect and the humblest artisan construct from plans.

But perhaps the chief value of the exercise is the mental discipline it affords. Perception, reason, judgment, and the constructive imagination are all employed in this apparently simple exercise.

The drawing of plans can be incorporated with the Form Lesson. After the forms have been studied and modeled a drawing can be made and the form constructed of paper.

Suppose we wish to make a triangular pyramid.

Use the ordinary brown paper that has a little stiffening in it.



Draw the face as in Fig. 1, connecting those that join each other by dotted lines. Make the drawing as large as the pyramid is to be. Follow the solid lines and cut the plan from the paper. By carefully creasing the dotted lines and sewing together

those that are lettered the same, a triangular pyramid will be made which will look so much like polished wood as to be easily mistaken for it until it is handled.

If the teacher's form box is incomplete and her purse is low she can make every form, excepting of course the sphere and ellipse which she requires.

Even in a complete box of forms one does not often get what is very desirable.

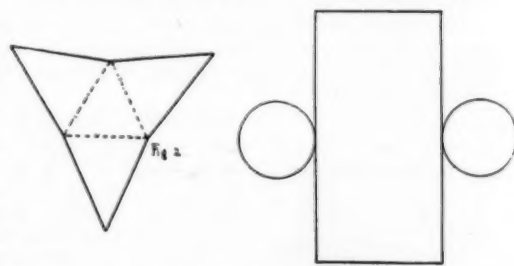
The following are the plans of some of the forms that can be constructed in this way:

A ruler to get the exact measurements will be needed and a pair of compasses will be a great help.

After the children have been taught how to make one or two forms, they should be able to draw the plans for others without any assistance.

They will be delighted to exercise their ingenuity in making several plans for one form.

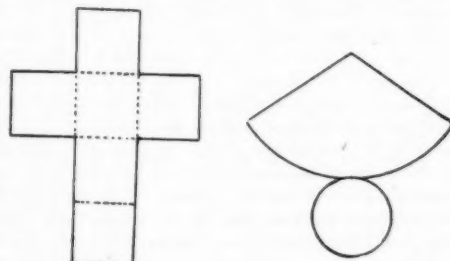
Thus the triangular pyramid can be constructed from Fig. 2 as well as from Fig. 1.



It will be well to distinguish between the forms and the real solids.

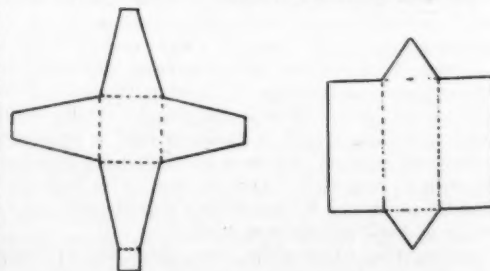
If a variety is desired, a great many common things in the home and school can be made from plans.

In a recent discussion about manual training and industrial training the following distinction was made.



In industrial training the product is the thing desired while in manual training the process and training are the only consideration, the product being of little importance.

But let us remember, when we train a child to work with his hands, that while we consider the process he



considers the result, and it is only when we show him that he can construct something useful or attractive that



we encourage him to put forth earnest and careful efforts.

It will be readily seen that the pentameter and hexameter pyramid and prism can be as easily made.

While the making of these forms will be, perhaps, too difficult an exercise for the little folks, the pupils that are farther advanced will find it very interesting and profitable.

#### HOME-MADE APPARATUS FOR PRIMARY GRADES.

By ANNA A. L. LEE, Trenton, N. J.



In order that the need for school-room apparatus may be supplied, much has been invented to aid the teacher. Many teachers, however, find it advisable to manufacture the apparatus for their own school-rooms. With such the writer begs leave to share a few devices.

A script reading-chart will prove a valuable aid in the work of the lower primary grades. This chart can be so constructed as to serve several different purposes. It may be used in the introductory work of the lowest class to precede the use of the reader. It may also be used to furnish supplementary reading for more advanced pupils, and the pictures will supply material for many interesting language lessons. The first requisite in the construction of such a chart is a clear understanding on the part of the teacher of just what she is aiming to accomplish. This settled, the rest is comparatively easy. Suppose the objective point sought is the teaching of words and sentences, preparatory to work in the primer. The teacher's first work should be the arrangement of a list of the words which she wishes to teach from the chart. Many of the words should be taken from the first part of the primer, which is to be used by the class. Next comes the choice of pictures to illustrate words, sentences, and stories. Suitable ones may be found in many of the juvenile papers and art magazines. In choosing, the teacher should endeavor to select pictures that represent objects named in the list of words. The introduction of new words and their arrangement into sentences and stories should be systematically planned. This done to the teacher's satisfaction, she is ready for the mechanical part of the work.

Procure a number of sheets of manilla paper and fasten them together in book form with strong twine. On the longest edge of the first leaf at equal distances from the ends of the chart fasten two brass suspending braces. This must be repeated with each leaf so that when the whole is completed the "braces" will slip readily over the heads of the nails on which the chart is hung. The next work will be to mount the pictures, and write the words and sentences in the order in which they are to be taught. The first picture should be mounted on the upper part of the first double page and should be selected with special reference to the words to be introduced on that page. These may be arranged singly on either side of the picture, and combined into sentences below. In order that all work copied from the chart by the pupils may be accurate, it is advisable that the chart be lined to correspond with the slates and papers of class. The arrangement of the succeeding pages should be similar in character to the first. In passing from the simplest forms of expression to those that are more complicated, work should be carefully graded to suit the capacity and development of the pupils.

A number game which may be used in a variety of ways is made in the following manner: Divide a large sheet of stiff paper or cardboard into half-inch squares. In each of these squares write either a number or a sign. As the primary object of the game is to aid in drill work, and not in the development of new combinations, the teacher should be guided by the advancement of the class; and, in filling out the squares, she should use only the numbers and signs that have been learned. The squares should be cut apart, and then the game is ready for use. This device can be employed to advantage in the "busy-work" of the lowest primary grades. It brings to the little people the charm of novelty; and this is a consideration greatly in its favor. It can be used in many ways. Here are a few: The teacher distributes a handful of the squares to each child and says, "Make four in as many ways as you can, using signs." Exercises of this kind may be varied by placing answers on the board and requesting the children to make combinations that will produce these results. An exercise to test the pupils' knowledge of signs may consist of

requirements similar to these: Make an example containing a plus sign; another containing a minus sign, etc. A drill in comparison of numbers may be conducted as follows: Teacher places several numbers on the board in a column and requests the children to think of each number separately, choose a number from their squares that is greater than it by two, and place the results in a column on their desks. These are only a few of the many ways in which this simple device can be utilized.

#### ACTING TOGETHER.

(One day in a public school in Toronto fire burst through the door of a class-room in which 70 little boys and girls were seated. The children sprang to their feet, but when their teacher told them to sit down again, every one obeyed her. The head-master tried to put out the fire, but, finding that it was gaining, he sent one boy to call the city fire brigade and another to sound the fire-drill alarm for the children. As soon as they heard the signal, the whole school, several hundred pupils, quietly marched down stairs. When the firemen came, the children were all standing in ranks in the yard. When the fire was put out, they marched into the school-house and went to work again in their class-rooms.)

What might have happened if the children in the room where the fire broke out, had all rushed down-stairs instead of obeying their teacher? What would have happened if the whole school had done so? What good quality did the children show by sitting down quietly, when told to do so? How must they have felt toward their teacher, to obey her so well? What makes us believe what our friends tell us? How do we feel toward people, who have always told us the truth and advised us for the best? What two things did these children show?

Suppose there had been one large, strong boy in the room, would he not have been tolerably sure of getting out safely if he had rushed down-stairs, but would he not also have been likely to knock down and trample on others? What kind of conduct would this have been? When a person acts selfishly, of whom is he thinking? When people think of and care for others, how do they act?

When the children rose and marched down-stairs, as they had been trained to do, how were they acting? I do not now mean selfishly or unselfishly. Give another word. Suppose I have a large, heavy piece of furniture to move. I cannot do it alone, so I call several boys to help me; how do we act? There is a long word for this "acting-together" that I will write on the blackboard. You need not try to learn it but it is a word you will often meet with, and, if you remember our little talk, you will know what it means. (Writes and pronounces "co-operation.") The greatest things in the world are done by men acting together—how do you think?

You may ask any questions you like, or tell me anything of which the story reminds you.

#### MORNING TALK IN THE KINDERGARTEN.

(Report of a lesson given by Miss Mary L. Bickford in the kindergarten of the model school, New York College for the Training of Teachers.)

After the morning song, a little boy told the kindergarten that it was his mother's birthday. No true kindergarten fails to take account of times and seasons in the family. So this was made the subject of a little talk. It was noted that Ray's mamma's birthday always came on the 13th of May, but not always on Wednesday, and, counting on the kindergarten time-record of crises on the blackboard, that there were twelve days in May before this birthday. It was natural after this to sing about the lovely month of May.

"All the birds and bees are singing,

All the lily-bells are ringing,"

sang the children. "Look around the room and see whether we have any lily-bells here," said the kindergarten. At first no one could find any, but at last a bright-eyed little fellow discovered some lilies-of-the-valley, in the belt of the lady sitting near him. Looking for other flowers it was delightful to find that one of the children had brought some dandelions. A song about the flowers and the Heavenly Father's goodness in making them so beautiful led the way to the prayer:

"Father, we thank Thee for the night  
And the pleasant morning light;  
For rest, and food, and coming care,  
And all that makes this world so fair."

Perhaps remembering a recent sight one of the children asked for the song about the new moon. In this the children pointed east and west for the rising and setting moon. Other songs followed, emphasis being laid upon the fact that all were to help with voice and gesture in the finger-play and songs.

## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

#### SCHOOL GIRLS IN TARDY-LAND.

By Olive M. Long, St. Paul, Minn.

(FOR FRIDAY AFTERNOON.)

(Garden, represented by potted plants around edge of platform. Farmer spading. Enter, running, his three children, Florence, Annie, and Rob.)

Florence.—Oh, papa!

Farmer.—(Turning), what is it Florence?

Florence.—There are two little girls coming down the road.

Farmer.—Who are they?

Florence.—We don't know, we never saw them before. Did we, Annie?

Annie.—They look tired, too. See, papa, they are coming here. (Enter, Bertha and Rose.)

Bertha.—Oh, Rose, I'm so tired!

Rose.—So am I, Bertha.

Bertha.—I wonder where we are now (noticing others,) and who these people are?

Farmer.—Who are you, little girls?

Bertha.—My name is Bertha.

Rose.—And mine is Rose.

Bertha.—Will you please tell us where we are?

Farmer.—You are in Tardy-land now.

Bertha.—In Tardy-land?

Florence.—Yes, didn't you ever hear of it?

Rose.—No.

Farmer.—Where do you live?

Rose.—We live at home.

Bertha.—Don't be silly, Rose. Of course he knows that. We live way off, at May-town, but we were playing in the woods, and somehow we lost our way.

Farmer.—Then you have come a long way. And do you know how to get home again?

Bertha.—No, sir, and we—we don't know what to do.

Florence.—Mr. Brown is going to May-town to day, papa.

Farmer.—So he is. He will leave at supper-time, and he can show you the way.

Bertha.—Oh, thank you! Then we won't be afraid to go, shall we, Rose?

Farmer.—Well, I am off to breakfast now. (Exit.)

Bertha.—To breakfast? Why, we had our breakfast hours ago.

Florence.—It's because we live in Tardy-land. You see in Tardy-land nobody has to do anything until he wants to.

Rose.—Oh, how lovely!

Bertha.—Don't you have to get up till you want to?

Annie.—No.

Rose.—Nor be at school in time?

Rob.—Not till you are ready.

Bertha.—Oh! Then we'll stay here, Rose.

Rose.—And not go home with Mr. Brown at supper-time?

Bertha.—No, let us live here. I don't like to get up early at all.

Rose.—(Bending over the plants). I have some plants at home, but they are bigger than these.

Rob.—I wish these wouldn't wait so long, but the flowers here don't grow till they get ready.

Rose.—Don't they? I don't think I like this country as well as my sister does. Oh, what is this funny thing hidden in the leaves?

Rob.—That is a trap. We put it here for the weasels. Mamma told me to take it in yesterday, and maybe I will by and by.

Bertha.—But suppose some day you were going to have a picnic, and the sun didn't want to get up?

Rob.—We couldn't have it, that's all.

Bertha.—Oh, I wouldn't like that; but everything else is so lovely! And when the dinner-bell rings, doesn't your mother want you to come right away?

Florence.—Of course not; besides, in Tardy-land nobody needs to be on time, so we can't tell when Mary, our girl, is going to have dinner or anything ready.

Rose.—Then I know that I don't want to stay here. Won't you please go home with Mr. Brown at supper-time, Bertha?

Bertha.—Oh, no! Remember how late we could be at school!

Florence.—Yes, of course the teacher doesn't let us go till she wants to, sometimes not till evening.

Rob.—You know you never can tell when anything is going to happen in Tardy-land.

Bertha.—I should think not!

Mary, (Entering.)—Florence, your mother wants you to fill this basket with chips, for the fire for supper.

Florence.—Yes, Mary. (Exit Mary.)

Bertha.—Well, why don't you go?

Florence.—(Laughing.) Because this is Tardy-land, you know.

Annie.—Oh, let's play with this basket, Rob. We'll play it's full of apples to sell. (Rob and Annie run off with it.)

Bertha.—What do you play in Tardy-land?

Florence.—We play, oh, lots of things. We play going to market; see, this way. (Walks slowly around platform.)

Rose.—Oh, that isn't fun. We play it faster, like this. (Skips gaily around stage, followed by others. Bertha suddenly stops.)

Bertha.—Oh, dear, I've caught my foot in something. (Sinks down.)

Rose.—That's Rob's trap!

Florence.—Does it hurt?

Bertha.—No, but I can't get it out.

Rose.—Take off your shoe.

Bertha.—I can't. Can't you open the trap? (Girls try.) Ow! that hurts! And it doesn't do any good, either. Oh, what shall I do!

Florence.—I'll go for papa. He can open it. (Exit.)

Bertha.—Now, when do you suppose she'll ever be back?

Rose.—I don't know. You can't be sure of anything in Tardy-land.

Bertha.—It's a Horrid-land, I say!

Rose.—Why, I thought you liked it?

Bertha.—And so did you.

Rose.—Only at first. I don't like it a bit, now.

Bertha.—Neither do I. It's worse for me, staying here without being able to move. I wish she'd hurry.

Rose.—Nobody ever seems to hurry here.

Bertha.—Oh, I wouldn't live here for anything!

Rose.—Then you will go home with Mr. Brown?

Bertha.—Oh, yes! I wish I could go this minute.

Rose.—But we don't know the way, and would get lost again.

Bertha.—We can't even try as long as I'm caught fast here. (Beginning to cry.) Oh, I don't like this land at all! Perhaps she has stopped to play. Nobody is ever on time here.

Rose.—Oh, don't cry, Bertha. I'm sure she won't stop. Look, there she is coming now! She doesn't come very fast, though. And she has brought only Mary.

Florence.—(Entering with Mary, and other children.) I couldn't find papa, but here is Mary, and perhaps she can open it.

Mary, (Trying it.)—How did that trap come to be here? It doesn't belong here.

Rob.—I left it there.

Bertha, (Wiping her eyes.)—Well, I wish you hadn't!

Mary.—No, I can't open it.

Rose.—Will we have to stay here forever?

Bertha.—Oh dear, oh dear!

Florence.—Now, Rob, you run and find papa. (Exit Rob.)

Bertha.—Oh, there goes another. It takes so long to do anything in this land!

Florence.—But I thought you liked to be late.

Bertha.—No, I hate it now; I wish I were at home.

Florence.—Are you going home?

Rose.—Yes, just as soon as we can. (Enter Farmer and Rob.)

Bertha.—Oh, please can you open this?

Farmer.—I will see.

Bertha.—I hope you can. If you don't whatever shall I do?

Farmer, (Freeing her.)—There it is! Are you hurt?

Bertha, (Springing up.)—Oh, no. And thank you so much. How good it seems to walk again. And now (Taking Rose's hand) we will go home right away. Oh, no we can't either. We don't know the way. (Turning back.) Isn't it almost supper-time?

Mary.—No, not nearly. The chips haven't come yet, and the fire isn't made. (Exit Mary.)

Bertha.—I hoped it was time for it, so that we could go home with Mr. Brown.

Farmer.—Mr. Brown? Oh, he has gone.

Bertha.—What?

Rose.—Gone! (They burst into tears.)

Bertha.—You said he wouldn't go till supper-time!

Florence.—But supper is late you see.

Rose.—Oh, everything is late here.

Annie.—Of course. (Tinkling of bell outside.)

Florence.—Now you can live with us all the time.

Bertha.—Not for anything!

Rose.—Thank you just the same, but we don't like your land at all.

Bertha.—Not the least bit.

Florence.—Why, how funny! When you wouldn't have to get up early.

Bertha.—We want to get up early.

Florence.—Nor come to breakfast or dinner or supper till you want to.

Rose.—But we are sure that we will find our breakfast and dinner and supper ready for us! (Tinkling of bell again.)

Annie.—And you can be late to school.

Bertha.—But you never know when you'll go home. Besides I'd rather be in time.

Florence.—You would?

Annie.—

Rob.—

Bertha.—

Rose.—

Yes, we would.

Rose.—And now we don't know if we will ever get home again. (Cries on Bertha's shoulder.)

Bertha.—If only we knew the way. (Sobbing.) (Tinkling of bell.)

Bertha.—Why—Oh, Rose!

Rose.—What is it?

Bertha.—Listen! (Bell sounds again.) It is, yes, it is—

Florence.—That's only a cow-bell.

Bertha.—It's our cow's bell.

Rose.—So it is! I would know it anywhere.

Bertha.—Oh Rose, the dear, dear old cow. Don't you see?

Rose.—She is going home. She is never late.

Bertha.—And we can go with her.

Rose.—So we can. And perhaps brother Charlie is with her.

Bertha.—Oh, let's go and see. (Runs ahead. Peering out.) Yes, there he is! Oh, Charlie! Charlie!

Charlie, (From without.)—Why, Bertha. (Enters.) How did you come here?

Bertha.—Oh, we'll tell you all about it! We're in a dreadful place.

Rose.—Where everybody is always late.

Bertha.—And now we can go home.

Rose.—I'm so glad.

Florence.—Are you going away?

Bertha.—Yes, yes!

Rose.—But you've been very nice to us.

Bertha.—Yes, we thank you, too, but I'm glad I don't live here.

Rose.—We do thank you, but—goodby!

Florence.—Goodby!

Bertha.—Goodby. And I do hope you will have that supper before to-morrow morning.

All.—Goodby! Goodby!

(Curtain falls as children are going, turning back to wave their hands to others.)

#### DOLLY'S BED-TIME.

[For a very little girl. Let her recite holding her doll on her lap.]

The sun has set,

We must go in—

My precious pet,

You're dressed so thin!

The other doll, that mamma keeps,

Is now quite still and sweetly sleeps.

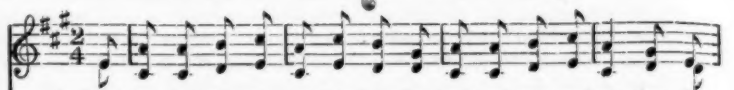
Safe, on my lap,

All quiet lie,

While your nice cap

I smoothly tie.

#### What Yankee Doodle Wants.



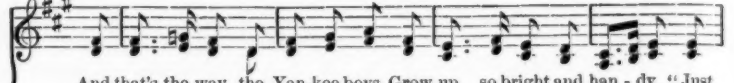
1. Good Yan-kee Doo-dle wants his boys To read, and write, and ci-pher, So
2. And there you'll see the Yan-kee boys At work as hard as blaz-es, And
3. Our Yan-kee boys can read and spell, They spend no time in quar-rels, They
4. You'll see their writ-ing's ve-ry neat, They're never id-ly act-ing, They're



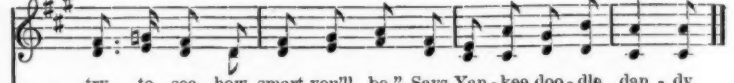
there are schools all o'er the land, And lots of chil-dren in them. there you'll see them sport and play, And hear them of-ten sing-ing. strive their best to win a name, And aim at per-fect mo-rals. mul-ti-ply-ing, add-ing up, Di-vid-ing or sub-tract-ing.



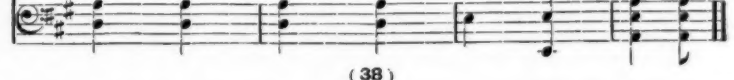
#### Chorus.



And that's the way the Yan-kee boys, Grow up so bright and han-dy, "Just



try to see how smart you'll be," Says Yan-kee doo-dle dan-dy.



(38)

I'll fix your pretty ruffled gown,  
Then in your cradle lay you down.

The cricket sings  
It's "cheep, cheep, cheep:"

It's song that brings

The soundest sleep.

Dear pussy close beside you lies,  
And Carlo's here so old and wise.

I hear the call.

I must not miss—

My sweetest doll,

Take one more kiss

My mamma waits and I must go right

To my crib too; good-night! good-night!

—Selected.

#### A SONG OF SIXPENCE.

By LETTY STERLING.

Sing a song of sixpence,  
Sing my little friend,  
Jingle all the pennies  
That you long to spend;  
One a gift from papa,  
Two from Uncle Jay,  
Three for helping grandma  
When you wished to play.

What a thirst for candies

Little Jimmie knows,

As his hand so chubby

To his pocket goes!

Once again he counts them—

Six are surely there!

Jingle, jingle, jingle,

Jingle everywhere.

Merry as the sleigh-bells,

Is the jingle gay,

Coming from the pocket

All along the way;

So a song of sixpence

Whistle, little Jim;

Share the sweets you buy, with

Tom and Ted and Tim.



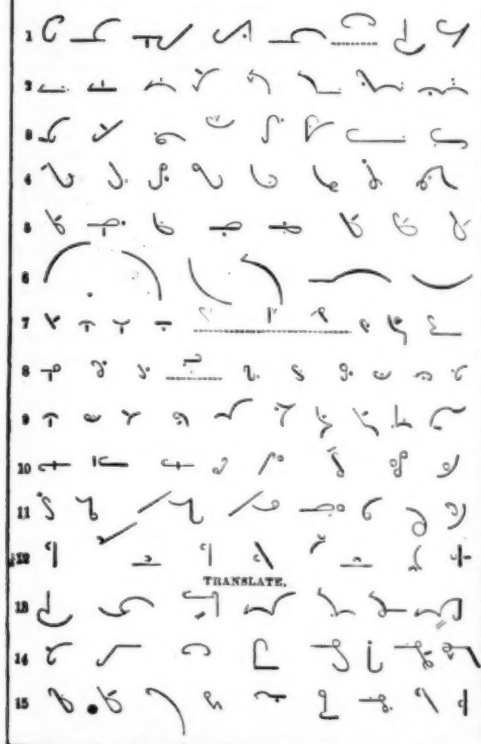
## LESSONS IN SHORT-HAND.—X.

By ELDON MORAN, St. Louis, Mo.

## KEY TO PLATE 10.

1. Learn color coral relate camel million tunnel analogy.
2. Hack hug hum hole hire whack Abraham mayhem.
3. Wall wore swine wine twin dwell quack Guinn.
4. Option passion station separation fashion physician compensation enslave.
5. Post coasting vest gazed against boaster fluster punster.
6. Letter order father weather cumber anchor.
7. Boat moat note gate plight died sobbed blade voted political.
8. Coats freights paint gift draft blend strained wend mend weld.
9. Mode send old sword middle needle failed poured attempt longed.
10. Core gall cull chart chill counterbalance circumstance selfish.
11. Complain introduce recommendation recognize casting yourself ourselves friendship.
12. Weed war woke wit web yield yoke youth Yeddo. Translate Ls. 13, 14, and 15.

Plate 10.



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## EXPLANATION.

A large hook prefixed to *r*, *m*, and *n*, indicates *l*; and *r*, when joined to *l*. L. 1. A tick joined to *k*, *g*, *l*, *r*, *m*, or *w*, expresses *h*. When *hay* cannot well be written, a small dot is used. L. 2. A small hook prefixed to *l*, *r*, *m*, or *n*, expresses *w*. A large *w*-hook is also used in the double consonants *tw*, *dw*, *kw*, and *gw*. See L. 3. A large final hook indicates the syllables *sion*, *cion*, *tion*, *shion*, etc. When *s* precedes, this syllable is represented by a little curl on the opposite side. See L. 4. This curl, when initial, stands for *n*, as in *enslave*. A narrow loop expresses *st*, and a broad one *str*. L. 5. Doubling a curve adds *tr*, *dr*, or *thr*. L. 6. Half-length stems add *t*, or *d*. See Ls. 7, 8, and 9. Observe 1st, that *t* is not pronounced until all vowels and hooks which are appended to the stem have first been sounded; 2nd, that *s*, if final, is sounded after *t*; that *l*, *r*, *m*, and *n*, are shaded for *d* (L. 9) except when a hook is attached. L. 8. A vowel, to be read after a stem and before hook *l* or *r*, is struck through the stem, if a dash, or if a dot is changed to a small circle, preceding if a long, and following if a short vowel. L. 10.

Learn also *Prefixes and Affixes* (L. 11), and *Coalescents*, L. 12.

I LIKE THE SCHOOL JOURNAL because it is weekly, instructive, and inspiring; THE TEACHERS PROFESSION because it arouses deep, active thought and creates a desire to advance; OUR TIMES because it contains a great deal of news in very little space.

Lincoln Park, N. J.

E. H. ATWOOD.

## IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg &amp; Co., price, 30 cents.

## NEWS SUMMARY.

AUGUST 14.—Haiti's ministers resign.—Death of Mrs. Polk, widow of the eleventh president.—Funeral of Mr. Lowell.—The French wheat and beet crops short.

AUGUST 15.—The international labor congress held at Brussels.—An epidemic of malaria in Silesia.—Twenty deaths from trichinosis at Lueben.—The world's convention of the Y. M. C. A. at Amsterdam holds religious exercises in several languages.

AUGUST 17.—French, American, British, and German war vessels in China threaten to make a demonstration unless that nation makes reparation for outrages.—Many persons arrested in Bolivia for conspiring to assassinate President Arce.—World's fair delegates well received in Austria.

AUGUST 18.—The French fleet visits England.—Italy to restrict emigration.

AUGUST 19.—The *Teutonic* beats the ocean record, making the trip in 5 days, 16 hours, and 31 minutes.

AUGUST 20.—Moltke's story of the Franco-Prussian war published.—The island of Martinique swept by a furious cyclone.

AUGUST 21.—Earthquake shocks in Missouri and Illinois.—Great increase of the number of Russian troops on the Austrian frontier.

AUGUST 22.—Mr. Gladstone again in good health.—More than one hundred workmen perish by the collapse of a big building in New York.

AUGUST 23.—Balmaceda issues a decree for the departure to Iquique of sympathizers with his opponents.—The czar's ukase, forbidding the exportation of rye, extended to Finland.

## RESUME OF EVENTS FOR REVIEW.

JUNE, JULY, AND AUGUST.

The attitude of the Haitian republic to the United States of late has been far from friendly. The weather bureau has just been transferred to the department of agriculture. The Chilean vessel, the *Itata*, was returned a prisoner to San Diego. On July 1 the new international copy-right law went into effect. Our government refused to receive the envoys from the Chilean insurgents. The pork inspection at Chicago showed that our pork is remarkably free from disease. The agreement for a close season in Bering sea was proclaimed by President Harrison, and the reciprocity treaty with Cuba was ratified. In the early part of the summer the *Furst Bismarck* beat the ocean record from New York to Southampton. A few weeks later the *Majestic* beat the record for a westward trip, and later the *Teutonic* made still faster time. Mr. Beecher's statue was unveiled in the Brooklyn city hall park. The Grand Army of the Republic held its annual meeting in Detroit, and the reunion of the army of the Potomac took place at Buffalo. A statue of Congressman Cox was unveiled in New York. The crops all over the United States have been unusually good, and this, together with the fact that European crops have failed, causing large exportations, should make prosperous times.

Hon. J. J. Abbott succeeded Sir John Macdonald as premier of Canada. An earthquake and a tidal wave occurred near the head of the Gulf of California. Encke's comet was discovered by the astronomers at the Lick observatory. Canadians have a scheme for a much shorter route across the Atlantic. Work on the world's fair buildings is progressing rapidly and Brazil, Germany, Great Britain, and other countries are preparing exhibits. A large lake was formed in the Colorado desert. Pisagua, Chile, was bombarded by insurgents. An expedition started to explore Labrador. A Canadian company decide to bridge the Niagara river.

Italy and Great Britain will co-operate to keep peace in the Mediterranean. Australasia entered the Postal union. A railroad is being built across Australia. France increased her grain duties. The French are seeking to annex Siam. That nation refused to farther aid the Panama canal scheme. The butchers and bakers in Paris struck. The Dreibund, an alliance between Germany, Italy, and Austria, was extended for three years. Many villages were inundated in the Tyrol by the bursting of an artificial lake. Three villages were set on fire by lightning in Austria. Foreigners were expelled from West Russia. Roumania refused to receive fugitive Jews. Russia forbade the exportation of grain this season on account of its scarcity. Many peasants in that country are on the verge of starvation. The sultan of Turkey ratified the Brussels anti-slavery convention act. Among the deaths during the three months were those of James Russell Lowell, Hannibal Hamlin, Mrs. Polk, widow of the eleventh president of the United States, Mr. Jones, of the New York Times, and ex-Senator MacDonal of Indiana.

## QUESTIONS.

- Why is it desirable for the United States to have coaling stations in different parts of the world?
- Of what use is the weather bureau?
- Why was the *Itata* returned as a prisoner?
- Explain what is meant by copyright?
- For what reason did the United States refuse to recognize the envoys of the Chilean insurgents?
- Why was it agreed to have a close season in Bering sea?

What is reciprocity? With what nation have we treaties now?

Tell something about Henry Ward Beecher's life and work.

How old is the Grand Army of the Republic? What is its object?

What things worthy of note did Mr. Cox do?

Why is there usually a big tidal wave when an earthquake occurs near the ocean?

Tell about Encke's comet and comets in general.

How was the artificial lake in the Colorado desert formed?

Why does special interest attach to the expedition to Labrador?

What benefit comes from the nations forming a postal union?

Describe the people and productions of Siam.

Why did the Panama canal scheme fail?

What is the object of the alliance between Germany, Italy, and Austria?

What is Russia's attitude toward the Jews?

Why will there be more grain exported from the United States this year than usual?

For what was Hannibal Hamlin noted?

Name some of the works of James Russell Lowell.

What service did Mr. Jones perform for New York city?

KENTUCKY'S CONSTITUTION.—Kentucky has shown its desire for progress by adopting a constitution that suppresses lotteries, equalizes taxation, reforms city governments, and provides the Australian secret ballot.

OUR PENSION LIST.—According to the statement of the commissioner of pensions the following is the number of pensioners of the different classes on the rolls: Army invalids, 415,615; soldiers' widows, 105,759; navy invalids, 5,439; widows of naval officers and men, 283; survivors of the Mexican war, 16,350; widows of soldiers in the Mexican war, 6,940; survivors of the war of 1812, 295; widows of men who fought in the war of 1812, 7,753; grand total of pensioners, 630,584.

AN IMMENSE SHARK.—It is reported from Panama that a shark twenty-four feet long and four feet in diameter at its greatest width was caught in the harbor there recently. It is what is known as the boneless shark and its skin is at least a half-an-inch thick. A fireman on a steamer harpooned it near Toboga island, and the vessel was completely turned round and round by the powerful fish when it was first captured.

ROMAN CATHOLICS IN THE UNITED STATES.—The report of the census bureau gives the number of Roman Catholic communicants in the United States as 6,250,045, attached to 10,321 organizations. The church is represented in every state and territory in the country, including Alaska and the District of Columbia.

AN ELECTRIC BOAT.—Julian Gregory, a seventeen-year-old youth, of Glenridge, N. J., has made a boat that is propelled by a primary current of electricity. The model is three feet long and is perfect in all its parts. With only a three-inch three-bladed screw it makes excellent time. The question of cost would probably prevent the use of a primary current upon boats larger than a sixteen-foot launch. The young inventor's boat will possibly do away with the naphtha launch.

DISTURBANCES IN CRETE.—It is said that, owing to the critical condition of affairs in the East, England will add ten warships to her Mediterranean fleet and hold the Channel squadron in readiness to reinforce the Mediterranean fleet at a moment's notice. Crete is in a condition approaching anarchy. The Christian and Mohammedan factions are engaged in constant warfare, killing one another off by wholesale. The local authorities cannot stop the disorders. The regular troops formerly on the island have been taken away to aid the Porte in putting down the rebellion in Arabia.

AGAINST THE UNITED STATES.—The North German *Gazette* declares that Germany intends to conclude commercial treaties with all the powers, including France insisting that all Europe must combine in self-defence against America. The article asserts that Germany will aim at isolating the United States commercially rather than France.

FLORIDA'S MYSTERIOUS SWAMP.—For years a column of smoke by day and a pillar of fire by night have marked the site of a dense swamp southeast of Tallahassee. A volcano is supposed to exist there. Specimens of volcanic slag and lumps of a heavy substance like melted glass have been found in that region. Some think that a vast sulphur deposit is on fire. One of the many burial mounds found in that vicinity that was opened contained skeletons probably those of a prehistoric race. They are much larger than the average man of to-day. A heavy stone battle-axe pottery, beads, etc., were also found.



## OF SPECIAL INTEREST TO PUPILS.

**A SYRIAN SEAPORT TOWN.**—Sailing down the coast in the afternoon the sight of Beyrout is superb. From the rocky harbor the graceful beach of St. George's bay sweeps around to the northeast reminding one of the bay of Naples. The houses rise up in terraces from the sea showing colonnades of slender pillars cut from Italian marble, tall minarets, or little square dwellings with flat roofs. East of the city the Lebanon range rises to a height of more than 8,000 feet capped with snow in the winter, with a score of pretty villages clinging to their rugged sides. Beyrout is a city of 100,000 inhabitants, many of them being Europeans who have brought with them European houses, shops, and costumes. Within the old city, however we find the same narrow, crooked streets and miniature shops as in Damascus or Hamah.

**THE LARGEST HOUSE IN THE WORLD.**—In a suburb of Vienna in a house that contains 2,100 people, and is said to be the largest house in the world. In this house these people live, work, sleep, and eat. It contains in all between 1,300 and 1,500 rooms, divided into upward of 400 dwelling apartments of from four to six rooms each. This immense house has thirteen court-yards, five open and eight covered—and a large garden within its walls. The house has thirty-one staircases, and fronts on three streets and one square. In one day the postman's delivery has amounted to as many as 1,000 letters to this single house. In addressing a letter to the "Freihaus," the surname of the person must be given, number of court and staircase, and the number of apartment.

**WONDERFULLY TRAINED EARS.**—Many are aware how skillful railroad engineers become in detecting when anything is wrong with the machinery. In the darkest night, with the train dashing along at the rate of forty-five miles an hour, the trained engineer hears a slight sound which is out of the ordinary. He not only becomes aware of it by reason of hearing it, but if he were deaf as a post the disorder would be brought to him through the medium of the throttle. He would feel a slight jar which would indicate as clearly as the sound that something was out of order, and, if the occasion warranted, a stop would be made at once or the matter would be attended to at the next station. The thunderous rumble and clash of the modern presses, is a pleasant tune to the pressman, but let a bolt become loose, let a band slip or a piston or bolt get out of place, and there is a discord in the pleasant tune. Instantly every man in the pressroom, raises his head and turns his eye in the direction of the discordant noise. The particular press is located in an instant and the particular part of the ponderous machine where the discord is being made is traced by the ear at once.

**THE KINETOGRAPH.**—The purpose of this, the latest invention of Edison, is to produce a perfect image of men, animals, and other objects as they appear when in motion. It performs the same service in recording and then reproducing motion as the phonograph performs in recording and reproducing sound. To set down and record exact images of men walking, trees waving in the wind, birds flying, machinery in operation it must make photographs—a number of photographs, which, seen in rapid succession, give us a clear image of moving man or brute, bird, or machine. By a phonographic cylinder attached to a kinetograph cylinder, and moving with it, we may revive and enjoy at once the sound, the sight, and the movement of an object.

**ASSORTING MAIL AT SEA.**—An arrangement has been made with Germany by which mail is assorted at sea. The first steamer on which mail-clerks did their work at sea, was the Havel, which arrived at New York early in April. Since then more than 800,000 ordinary and some 11,000 registered letters have been handled at sea, so that on the arrival of the steamers the mails are ready to be distributed at once in New York, and to be sent out to the various points for which mail-bags have been made up. The saving of time thus accomplished in the delivery is from twelve to thirty-six hours. There is no longer the rush that formerly followed the arrival of every mail steamer, with the necessary accompaniment of working over hours by the employees of the postoffice.

**A LOCOMOTIVE'S PUFFS.**—The number of puffs given by a locomotive depends upon the circumferences of its driving wheels and their speed. No matter what the rate of speed may be, for every one round of the driving wheels a locomotive will give four puffs—two out of each cylinder, the cylinders being double. The sizes of the driving wheels vary, some being 18, 19, 20, and even 23 feet in circumference; though they are generally made about 20. The express speed varies from fifty-four to fifty-eight miles an hour. Taking the average circumference of the driving wheel to be twenty feet, and the speed per hour fifty miles, a locomotive will give, going at express speed, 890 puffs per minute, or 53,400 puffs per hour, the wheel revolving 13,900 times in sixty minutes, giving 1,056 puff per mile.

## CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. A questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

## LAST DAY EXAMINATION.

By Supt. J. FAIRBANKS, Springfield, Mo.

I notice a teacher's article upon this subject, in the July 11 number of THE JOURNAL which reminded me of old times. I, too, taught school in Massachusetts, not forty miles from Worcester, and we had a "last day's examination," and a right good time we had too. The house was well filled with friends, fathers and mothers of the children, and the committee of "three" was there, and this committee was composed of three of the best men in the town—one lawyer, one doctor, and one ex-teacher of some twenty years' experience. Two of these gentlemen were graduates of Harvard university, and the other, though an "old-time" (?) teacher, was a right good one, and fully abreast of his time.

New England manages her school affairs differently from school managements of any other part of the country and I am not sure but better. It is in New England where "local self-government" has its strongest hold, where the people are freest and most independent.

Every community is an entity. Every community manages its own affairs and shapes its own destiny, up to the highest point of practical individualism. The state has its peculiar work to do and does it well, but so manages as not in any way to crush our individualism, but rather to help encourage, and make it stronger.

There is no German or French management of schools in New England, and there never will be. It may be that the schools of New England are not managed as well as those of these two countries in a machine point of view, or in that narrow view of mere scholarship.

But from that broader outlook of making clear-headed, driving, intelligent men, from the view that independent men are greater than machines—New England is not excelled. In school management every town, or township in Massachusetts is independent of every other town, up to that point touching the relation to the state.

Each district elects one director, or prudential "committee man," whose duty it is to employ teachers, fix salary, furnish fuel, and keep school-house in good condition. At "Town Meeting" three men are chosen with special reference to their fitness, whose duty it is to examine applicants, grant certificates, if found worthy, visit the schools from time to time, and note progress.

This examining board visit each school in the town at as early a day as possible, after opening, that they may know if the individual that they have licensed, is a teacher as well as scholar; and if he is, encourage him, and if not, takes the next step thought advisable under the circumstances.

Sometimes several visits are made during the term, and always at close; the three are there, and the work of the teacher, good or ill, is before the people.

This committee of three make a report of all the schools, and often compare them in point of efficiency, and this is published and sent to every family in the town, or read in "Town Meeting."

I do not know any better supervision of country schools than this. These men being thoroughly known by the entire town, and generally men of the highest qualifications and fitness, visiting the schools frequently, and paid for their time or visits, seem to me to be about the right thing in the right place.

Their reports are read with lively interest by the entire town, and that teacher who has done excellent work is encouraged and strengthened for still greater excellence in the future.

1. Should writing-books be used in school? If so, what benefit is gained by their use?

2. Some scholars as soon as they enter the school-room, get so dull and sleepy that it is really discouraging to attempt to teach them anything. What should be done to "wake them up"?

3. How can physiology be made interesting to the scholars, no chart being used?

1. Writing-books are not used by the best teachers in penmanship, i. e. by specialists who use practice paper and devices of their own. It is very doubtful if good penmen are made by repeating the copy of the writing-book down a page with the constant reproducing of the same errors. Write to some specialists in penmanship, and see what they say.

2. It may be discouraging doctrine to preach to teachers, that pupils will not get "dull and sleepy" if the teaching is of the right kind; but it is true nevertheless. The ability to "wake up" such pupils and to keep them awake is the test of skill in teaching.

3. Physiology can be made interesting to children, if the teacher knows how to teach it, if there were no charts in existence. Ask the children to bring the bones of chickens and fish to school, whenever they are a part of the home meal, and encourage the observation of children to find out things for themselves. Comparative anatomy can be

studied in the backwoods. Soaking bones in acid and burning in fire will illustrate their composition, and the chalk and blackboard can teach circulation admirably. It is the knowledge and skill of the teacher that is needed to make physiology interesting.

What and where are the Regents of the University of the State of N. Y.? Who is the principal officer?

The Board of Regents is a body of men chosen by the legislature; they have charge of the academies and colleges of the state—that is, these report to them. The legislature gives a sum of money that is distributed among the academies and high schools in proportion to the number that pass a certain examination, held twice each year. The principal officer is the secretary, Melvil Dewey. He resides at Albany, is most courteous and wide-awake withal, and will be pleased to answer any reasonable questions.

Will you give full directions for making putty maps? A. B.

Get a board the size you want your map. Do not have it in two pieces, or it will be sure to separate and leave an opening. Sketch your map on this board with a lead pencil. Get the putty at a druggist's and mold it into a pliable condition with oil. They will advise you about this. Then cover your board with the putty, following carefully the coast outlines. Slope the putty toward the coast, as land would naturally slope. The mountain ranges can be "picked up" to resemble mountain peaks much better than to plaster on additional putty for the mountains. Of course you followed the natural elevations and depressions (by copying from a relief map) when you first laid the putty on the board. The rivers can be indicated by coarse, blue silk pressed into the putty while it is moist, or by using a blue pencil. Care should be taken not to have too many branches of the rivers. The cities can be indicated by a blue pencil. But only the prominent cities, lakes, and rivers should be outlined or the map will look "mixed up."

In THE SCHOOL JOURNAL of August 22 you spell one name in two ways—Morocco and Marocco; which is correct—or rather which is the better way. Within a few years I have frequently seen the word spelled in the latter way. It is something new, or have I some more geography to relearn?

F. E. B.

Marocco is the form used by English, French and German authorities. Morocco is rarely found except in American publications, and two leading school geographies have recently changed to the first form. In my article on the Partition of Africa, for reasons best known to himself, the compositor changed the spelling in the copy, and that is the reason why it appears with an o.

J. W. REDWAY.

Can you suggest anything to dispel the embarrassing sensation I find in speaking to older scholars? I know some say, "Try to forget yourself," but I can't. Would you join a debating society?

N. J.

Forgetting one's self is certainly the desirable thing in addressing a school. But how is this to be done? If you feel your subject deeply enough and have the right sympathetic feeling for your children, you are on the right track, and will have to "learn to do by doing." A debating society would be very helpful to you.

Editors of the New York School Journal:

I am now, for the third year, reading THE JOURNAL, and my eye rested on the article "Educational Doctrine," in the August number. To find faults may be easier than to correct them. "Over and over again protests have been raised against this practice," etc. What do you offer instead of "this practice"? What is the "body of educational doctrine" to which you refer? It principles of schools and superintendents do not have the "body of educational doctrine," perhaps it is because you do not present it in a light sufficiently clear. Why will not THE JOURNAL give to us the "great foundation principles" in "the clearest possible statement of truth in the light of to-day"? "What is the child's need—his greatest need?" You presume that he will do what is not best, and yet you do not tell him your best way. It seems to me that notwithstanding the advent of the "New Education" (with a flourish of trumpets) "the great foundation principles" are yet a sort of unwritten masonry.

Pa.

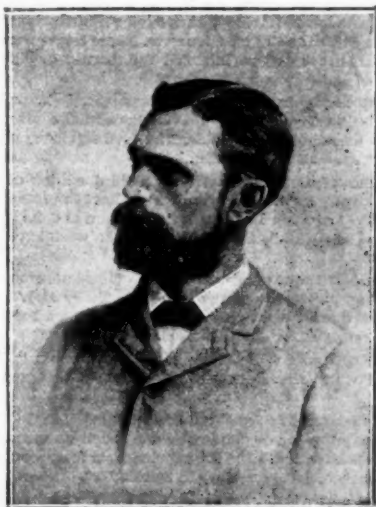
W. E. B.

The article "Educational Doctrine" seems to have struck the attention of several readers. It was not written to announce doctrine, but to show the need of it. It is still averred that when a young man thinks of teaching a school the heavy burden on his mind is that he shall pass an examination in arithmetic, etc., when in the school it is to keep order. Now the child comes to school as a truth seeker—the great Creator has made him seek. As truths comes into his mind he attempts to express them, and we have such things as the Coliseum at Rome and Hamlet and the Laocoon. Coming thus, we aver that he is to be met on this plane. Now there are certain principles that must underlie the teacher's work unless it is wholly mechanical; and it was to urge all readers of THE JOURNAL to get themselves on the solid rock these afford that the article "Educational Doctrine" was written. In its pages this doctrine is expounded, and it is hoped with some clearness—though W. E. B. seems to suggest that he has not got hold of it. Let W. E. B. reply to the question in the last paragraph and name the seven needs or the child, as he understands them.

When you ask for Hood's Sarsaparilla do not be persuaded to buy any other preparation.



## THE EDUCATIONAL FIELD



JOHN DEARNNESS.

Mr. Dearness, though yet a comparatively young man, has taken a prominent part in public education in the Province of Ontario, Canada, for over 15 years.

Born in Hamilton, Ontario, in 1853, his parents when he was four years old removed to a farm within 20 miles of London. He attended the rural school in the winters, and worked on the farm in the summers. Such advantages, with diligent application to private study, qualified him to obtain at the age of nineteen after a six months' session the highest honors and certificates awarded at the Provincial normal school, and prepared him to take, as occasion required, classes in the departments of science, or classics in a high school, where for a time he had special charge of the mathematics. After an experience of five years in teaching successively in rural, graded, and high schools, he was appointed county school inspector near the end of 1874, the duties of which office he continues to discharge.

He has always actively identified himself with teachers' organizations and has rendered practical assistance at many a teachers' institute; nearly always choosing subjects pertaining to the primary grades. He served his Province for three years as a member of the central committee of examiners. Besides being an occasional contributor to educational and scientific magazines, he is the author of the primary readers in the Royal Canadian series which Col. Parker pronounced the best elementary books in the three series competing at that time for authorization.

He devotes his leisure with considerable ardor to the practical study of natural history and has discovered a large number of cryptogamous plants that are new to science. He is professor of botany and biology in the medical department of the Western university, London, Canada, and during the winter lectures on these subjects on Saturday forenoons.

THE Free Education Act passed by Parliament, has been signed by the Queen and is now law. There are two classes of schools for the people (we would call them public schools—national and voluntary); the latter are carried on by churches generally but inspected by the government; they follow the same course of study as the national. (1) The act provides that Parliament shall pay for the education of each child from 3 to 15 years of age \$2.50 per year in (2) every school which the Education Department shall approve. (3) The law goes into force Sept. 1, 1891.

It will be remembered that the expenses were heretofore met by fees; this act forbids fees when the amount of the fees paid in is not over \$3.50; the difference may be collected in fees still.

There are various points in the act to fit it to the former legislation but those are the main features. It is expected there that \$2.50 per year will cover the average expenses of the year.

This may be termed in effect the beginning of free education. The course is similar to that followed in the state of New York; first a rate bill; pupils paying fees in effect; then a grant, and balance in fees; then a large grant, and districts raise a tax for balance.

The step is an important one in this that the schools come more under the care of the state; and finally it will remove all excuse for the children to stay away. The amount of the grant seems small; in America, \$10 per pupil is about an average expenditure. In the city of Boston it is nearly \$50; but this covers other expenses and for pupils above the primary class.

THE Summer Normal held in Dayton, Wash., has closed. It began July 20 and closed Aug. 12, the last three days being the county institute. It was not one of the "cramping" kind, but real professional work was done.

In connection with the normal a training class was organized of about 50 small children, and each teacher was required to spend at least one hour in this department.

An excellent course of lectures was also given. Rev. Penrose, a graduate of Yale, gave a most pleasant address on astronomy. Prof. Lyman, of Whitman college, presented poetry and life in a very pleasant and instructive manner. Principal Barge, of the state normal in Ellensburg, appeared before the normal and in a very interesting speech presented the aims of the normal. He, in a very forcible way, made all realize that the teacher needs training for his work.

Arrangements for a county reading circle were perfected, which will be a branch of the state reading circle. The books adopted for this year's work are Page's Theory and Practice, and Hale's Light of Two Centuries.

There were five instructors in the normal, and two in the training department. All were trained in normal schools and especially fitted for their work.

Prof. Payne, of the Missouri Normal, and Prof. Dumass, of the Oswego Normal, were the originators of the school. Prof. Merwin Pugh, of the Kansas Normal college, Fort Scott, Kan., had charge of state constitution and civil government. Miss Linsner, of ——— college, had charge of U. S. history and American literature.

County Supt. John Woods, had charge of school law. All were expected to take psychology and methods. These subjects were not represented in the old way. The teachers seem to realize the importance of such work more and more. We feel confident that the schools securing these teachers will have better work done than ever before.

"QUICK."

THE dedication ceremonies of the Bennington Battle Monument and the centennial of the admission of the Green Mountain State into the Union were celebrated August 19, at Bennington, Vt. President Harrison was one of the guests of the occasion. Hon. Edward J. Phelps as orator of the day, delivered an eloquent address on the consecration of the first historic monument of the state, in which New Hampshire and Massachusetts joined in erecting, as they had fought with and for the state in the battle of Bennington. After Mr. Phelps had told the story of the battle he said:

"If Bennington had not been fought, or had been fought without success, the junction between Clinton and Burgoyne could not have been prevented and his surrender would not have taken place. 'If I had succeeded there,' he wrote to his government, 'I should have marched to Albany.'"

President Harrison, after saying that he had no other preparation for a speech than the inspiring cup of goodwill which had been presented to his lips, spoke in high terms of appreciation of the history and people of the patriotic state of Vermont, who had "kept the faith unflinchingly from Bennington until this day." At the close of the exercises which were accompanied by a fitting military display, a banquet followed for 3,000 guests.

As the new school year opens there will be, as usual, a new crop of educational papers. The man who has an itching to start an educational paper and does not do it thereby proves he possesses brains. It seems so easy to start a paper—Jones, Smith and Brown, each send an article, the editor writes an article, and some notes; the paper goes out—but the school world does not vary its humming a particle. Let the would-be-editor ask himself: "Have I a consistent theory of education?" Leaving alone the petty questions, "How I teach spelling," "How I teach parsing," "How I prevent whispering," let the teacher ambitious of editorial honors ask himself, "Could I take charge of the teachers of this county in which I live—those who have taught one year and those who have taught ten, and lift them to higher stages of comprehension of the height and depth, the length and breadth of educational truth, and thus lead them to

larger successes in their efforts to benefit young humanity?"

In the progress of the years a good many educational papers have been born and died. As an epitaph one could only say, "It is well." There are few men that have anything to say on education that is of great moment; and yet such the world must have; it is the foundation of all things. The chances for the success of an educational paper are less year by year, because a good deal more is known about education; there are fewer teachers who will stand educational nonsense this year than last.

A TEACHER who was in the habit of having her children tell stories on Friday afternoon, had a most excellent one told by a little boy from *Hartshorne's Wonder Book*, which had been read to him at home. The other children gave little stories of a trivial character, such as average children would be likely to give if left to themselves.

When the boy who had given the *Wonder Book* story told his mother about it, she inquired what the others had talked about.

"O, they were different from mine," answered the boy modestly, and dropped the subject.

"But how were they different," continued the mother.

"O, I can't tell you; they were just different; that's all."

"But you must say something more than that; I can't understand you."

"Well, mother, it sounds awfully silly, but it seemed to me that mine was like the bass on the organ, and theirs were the little ting-a-ling notes way up to the top." Teachers who think children cannot be made to feel the difference in quality of literature have an illustration here.

A gentlemen who attended a teachers' institute in Illinois, in behalf of THE JOURNAL, portrays the struggle made by certain publishers to get subscribers for their educational paper. One gave away "Black Beauty," as a premium. Another threw off 25 per cent. from his rates. Another gave a story book. And so on. We do not give premiums to hire any one to take THE JOURNAL. It is worth what is paid for it. Those who cheapen their papers to give premiums will live to regret it. The teacher who gets "Black Beauty," etc., will look in vain a whole year for the solid materials that should be in a teachers' paper and will subscribe elsewhere next year. We have only one piece of advice. Look at the papers carefully and select the best; we are willing to abide by your unbiased choice.

MRS. SARAH B. COOPER, of California, has under her supervision, it is said, twenty-five kindergartens containing altogether over two thousand pupils. Mrs. Leland Stanford contributes about \$30,000 yearly to the support of these schools.

## NEW YORK CITY.

THE Institute of Social Economics, established in New York city in January, 1891, will continue during the coming year. The work of the institute will be enlarged to include knowledge of business, economics, and government necessary to prepare students for practical life. There will be both day and evening sessions.

THE University Publishing Company have purchased the school publications of J. B. Lippincott Co., and will add them to its already very valuable list. This combination makes a very popular list of books in all departments, and one that is very widely drawn from by the schools.

THE publishing firm of E. H. Butler & Co. has joined the well known firm of Cowperthwait & Co. The combination brings together a series of most valuable books. Cowperthwait & Co. have been long at work in the interests of the public schools, and have an honorable record; the addition of the Butler list will give new force to their enterprise.

THE 19th of the educational monographs of the New York College for Training of Teachers (9 University Place), has been prepared by Miss Angeline Brooks, the director of the kindergarten department. They are a series of studies from the kindergarten made by the students in that department, and give a good idea of the methods adopted there.



## BOOK DEPARTMENT.

## NEW BOOKS.

**STRUGGLES OF THE NATIONS**, or, The Principal Wars, Battles, Sieges, and Treaties of the World. By S. M. Burnham. Boston: Lee & Shepard. Cloth, about 900 pages. 2 vols. 8vo., half leather, \$6.00 per set.

In whatever portion of the world civilization has been developed by men it has been brought about through hard and long continual struggle—struggle with adverse climate, wild beasts, and other men. War has been a great factor in the progress of the race. The author has endeavored in these volumes to give in a clear and readable manner an account of the wars and other struggles incidental to the development of government, of all nations that have a record engraved or printed. He has not aimed at any rhetorical effect or elaborate diction. The book, as any one can readily understand, is the result of much close study and extensive reading. The first volume contains the record of the various civilized nations, with the exception of the United States, which is covered by the second volume. This also contains an extended appendix, giving a list of the most important wars, battles, sieges, and treaties of the world, including the battles of our Civil war, with the date of each, according to recognized chronologists. The facts are selected with great care and the author has exercised much skill in weaving them into narrative. In the part relating to the United States a very full and excellent account is given of the Civil war, as free from prejudice as is possible for an author writing so soon after that great struggle. A very elaborate index has been prepared, thus enhancing the value of the work for reference.

**FIRST LESSONS IN LANGUAGE**. By Gordon A. Southworth and F. B. Goddard, Ph.D. Boston and New York: Leach, Shewell & Sanborn. 152 pp.

The course of language lessons in this book is designed to be used within the third, fourth, fifth, and sixth year grades, covering either two or three years. The aim is to (1) help children to talk and write more freely about the many things that they see and know; (2) to make them more observing, especially in the field of natural science; (3) to make correct expression habitual, by calling for frequent repetition of the right forms, and by constantly suppressing the wrong; (4) to secure the use of correct written forms (including capitals, punctuation, etc.), by giving models for imitation; (5) to give a little insight into the structure of language by showing how words are classified. The author is on the right track—the imparting of that knowledge of language, and giving that training, that will be of service in practical life. This is accomplished by an abundance of practice, without which no art can be thoroughly learned. The book has many attractive illustrations, about which the pupils are expected to make observations and write stories.

**SESAME AND LILIES**. By John Ruskin, LL.D. With an introduction by Charles Eliot Norton. New York: Charles E. Merrill & Co. 1891. 180 pp.

In this volume are found Ruskin's essays entitled "Sesame and Lilies," "Of Kings' Treasures," and "Of Queens' Gardens." It is the seventh volume of the authorized Brantwood edition of the works of Ruskin, with separate introductions by Prof. Charles Eliot Norton, which they are now issuing at the rate of two volumes per month. This edition is printed from type and on paper selected by the author himself before his recent illness, and with illustrations prepared under his own supervision, and bound in accordance with his suggestions. The chief topic in this volume—the use to be made of good books and the education and influence of good women—are of interest to everybody. We are sure this handsome edition of this author's books will be received gratefully by admirers of his work in upholding "the good, the beautiful, and the true."

**EASY DRAWINGS FOR THE GEOGRAPHY CLASS**. By D. R. Augsburg, B.P., author of "Easy Things to Draw." New York and Chicago: E. L. Kellogg & Co. 1891. 95 pp.

Mr. Augsburg is well known to the readers of THE JOURNAL as the author of a series of articles in which were presented the principles of drawing in a clear and systematic manner. In this volume is the same excellent work that was noted in that series. He does not here seek to present a system of drawing, but to give a collection of drawings made in the simplest possible way, and so constructed that any one may reproduce them. Leading educators believe that drawing has not occupied the position in the school course heretofore that it ought to have occupied; that it is the most effectual means of presenting facts, especially in the sciences. The author has used it in this book to illustrate geography, giving drawings of plants, animals, and natural features, and calling attention to steps in drawing. The idea is a novel one, and it is believed that the practical manner in which the subject is treated will make the book a popular one in the school-room.

**THE QUESTION OF COPYRIGHT**. A summary of the copyright laws at present in force in the chief countries of the world. Compiled by George Haven Putnam, secretary of the American Publishers' Copyright League. New York and London: G. P. Putnam's Sons. 1891. 412 pp. \$1.50.

At this time when the question of literary property is being so widely discussed there is no question about the interest that will be excited by this publication. Many of the writers who fought the battle for international

copyright are represented in the volume. Brander Mathews treats of "The Evolution of Copyright," R. R. Bowker, of "Development of Statutory Copyright in England;" G. H. Putnam, of "Copyright, Monopolies, and Protection," etc. There are analyses of copyright acts in this and other countries, and other matter of interest to authors and publishers. The compilation lays no claim to completeness, but is planned simply as a selection of the more important and pertinent of the recent enactments and some of the comments upon them. A great deal of the copyright legislation has been haphazard, and the compiler hopes that the publication of this volume may lead to the appointment of a copyright commission whereby such legislation may at least be minimized.

**THE STORY OF INCA ROCCA; AND OTHER SHORT POEMS**. By Chauncey Thomas, author of The Crystal Button. Boston: Damrell & Upham. 1891. 118 pp.

The long poem in this collection is a tale of ancient Peru and is written in musical blank verse, full of apt expressions and lively descriptions. The author possesses an undoubted talent for story telling, and he works in the legends as to the origin of this ancient empire in a skillful manner. Some of the shorter poems, such as "Morning Song," "Time Flies," "A Night in the Dome," and "The Dance," show a lively fancy, a keen sense of humor, and considerable skill in versification.

**THE STORY OF PORTUGAL**. By H. Morse Stephens, Balliol college, Oxford. New York: G. P. Putnam's Sons; London: T. Fisher Unwin. 448 pp. \$1.50.

This book has been written on a somewhat different plan from that of the other volumes of the "Story of the Nations" series. They are largely episodal, a mode of treatment that presupposes considerable knowledge on the part of the reader. There being no complete history of Portugal in English, the author has given a short chronological history of that country. Although it does not count for much to-day compared with such powers as England, France, Germany, and Russia, there was a time when it played a large part in affairs, especially in exploration and discovery in Africa and the East. The recent controversy with England over African territory has again brought Portugal prominently before the world. We owe much to this enterprising people, in spite of the discreditable part they played in the slave trade. Their literature as well as their history deserves to be studied. One of their poets, Camões, has a world wide reputation. The book, like all the volumes of this series, is handsomely bound, printed, and illustrated, having pictures of many Portuguese worthies.

**PROGRESSIVE FRENCH READER**. First Part. Containing selected pieces with questions, notes, and vocabulary. Edited by H. H. Curtis and L. A. Gregor, B. A. Montreal: W. Drysdale & Co., publishers. 181 pp.

This French reader is small, but it represents a great amount of care and labor. The editors chose the selections, and, realizing that what is good as literature is often poor as an exercise, they have made a very large number of alterations, replacing unusual words and constructions by common ones, changing tenses, and omitting much tedious detail. The grading of the exercises has been carefully done. A small amount of space has been devoted to questions on the text, in order to indicate a conversational mode of treatment. The book will be very useful in the school-room.

**THE HAYDOCKS' TESTIMONY**. By L. C. W. Published by request of the Christian Arbitration and Peace Society, 310 Chestnut street, Philadelphia. 276 pp.

"The Haydocks' Testimony" is the story of a community of Friends, and gives the trials of these lovers of peace and humanity during our civil war. In a clear and graceful manner, and with much true and tender feeling, the author describes their beautiful life, and also sets forth that peace that underlies the New Covenant in Christ. The tale is told in an entertaining way, and besides its tone is elevating, which cannot be said of some stories that appear nowadays.

## LITERARY NOTES.

A copy of the first book of the Tennysons, "Poems by Two Brothers," was sold in England recently for \$78.

A portrait of Charles Dickens has been placed in the town hall of Portsmouth, this being the only memorial of him that exists in his birthplace.

Lord Tennyson rarely puts his hand to pen or paper nowadays, his son conducting his correspondence for him, but there is reason to believe that further poems by him will appear.

Mr. Whittier is reported to have reached a point where he feels obliged to abandon his daily walks, except about his own grounds. He cannot endure the fatigue of driving, and his hearing has so far failed that it is with difficulty he can converse. His increasing deafness also prevents his attending church.

The price set upon the correspondence between Goethe and Frau von Stein is said to be the comfortable sum of 150,000 marks.

The Critic announces that, at the beginning of October, an increase of 33.3 per cent. will be made in the amount of its reading matter; this increase having been made necessary by the growth of the publishing business indicated by the number of books sent in for review.

## ANNOUNCEMENTS.

HARPER BROTHERS will soon publish a score or more of those delightful essays of Charles Dudley Warner with which he has from time to time opened the "Editor's Drawer" in Harper's Magazine in a dainty volume entitled "As We Were Saying." It will be appropriately illustrated by H. W. McVickar and others.

GINN & Co., announce the publication of "Talks with Young People about the Wonders of the Heavens," by Sir Robert S. Ball, F. R. S., Royal Astronomer of Ireland.

MACMILLAN & Co., will publish during the autumn a series of copyright novels by well-known authors, including Rolf Boldrewood, Professor A. J. Church, F. Marion Crawford, The Author of Mollie Ixe, Rudyard Kipling, Mrs. Oliphant, J. H. Stothhouse, Mrs. Humphrey Ward, Charlotte M. Yonge, etc.

D. C. HEATH & Co., Boston, issue Andersen's "Bilderbuch ohne Bilder," an illustrated edition, with notes and vocabulary, by Dr. Wilhelm Bernhardt. Readers of this charming work will welcome an edition by this well-known teacher and editor.

ALLEN & BACON, of Boston, have ready "Select Essays of Macaulay," including the essays on Milton, Bunyan, Johnson, Goldsmith, and Madame D'Arblay, thus giving illustrations both of Macaulay's earlier and of his later style. These essays were edited by Samuel Thurber, and are intended for the use of high school pupils.

THE BOWEN-MERRILL Co., of Indianapolis, Ind., publish a book entitled "Office-Getting" that explains what course to pursue to get an appointment under the civil service system, and gives other valuable information.

D. APPLETON & Co. have just issued a third edition of Julian Gordon's novel "A Puritan Pagan." They have in press a revised edition of Prof. Joseph Le Conte's, "Evolution and its Relations to Religious Thought." Four editions of the work have already been printed.

G. P. PUTNAM'S SONS publish one of the most important books of the season, "Memoirs of the Prince de Talleyrand," edited with a preface and notes by the Duc de Broglie of the French academy, translated by Mrs. Angus Hall.

LONGMANS, GREEN & Co. offer a delightful book, "Thomas Betterton," which describes the life and times of that great English actor.

CHARLES SCRIBNER'S SONS' publication "Belief in God," by J. G. Sherman, professor of philosophy at Cornell university, is attracting wide attention. The book includes six lectures delivered at Andover theological seminary in March, 1890.

Among HOUGHTON, MIFFLIN & Co.'s holiday books will be a new edition of Howells's Venetian Life, in two volumes, illustrated with "aquarelletypes" reproducing in colors the water color sketches of F. Childe Hassam, Ross Turner, Mrs. Nicholls, F. Hopkinson Smith, and other artists. Edmund H. Garrett is to illustrate the new edition of Whittier's "Snow-Bound"; and Dr. Holmes' "One Hoss Shay," with a few other poems, is to be illustrated by Howard Pyle. Of a new Emerson in twelve volumes, one will be made up of essays and poems not before included, together with an index. Dr. Holmes' complete writings also will appear in fourteen volumes, uniform with the Riverside Longfellow and Whittier.

GEORGE ROUTLEDGE & SONS are about to publish an illustrated edition of Lord Lytton's novels, limited to 500 copies. The volumes will be issued at the rate of two a month, and will be completed in thirty-two volumes enriched by about two hundred photographs.

LEE & SHEPARD announce "Wood Notes Wild," notations of bird music by Simeon Pease Cheney; "The Golden Guess," essays by John Vance Cheney; "Gestures and Attitude," an exposition of the Delsarte theory of expression, by Edward B. Warman; "A Bundle of French Studies," by Maria Ellery Mackaye; and "The Woman's Manual of Parliamentary Law," by Harriette R. Shattuck.

## MAGAZINES.

The number of Harper's Weekly, published August 19, contained full-page portraits, with biographical sketches of the late George Jones, of the New York Times, and of James Russell Lowell. The sketch of Mr. Lowell was written by his life-long friend, George William Curtis.

Felix Moscheles, the painter, who was a friend of Robert Browning, has written for the September Scribner an account of a visit made since the poet's death to the little house in the sleepy Italian village where he wrote his last poems and lived during the last months of his life. The paper is of unusual interest on account of the details it gives of Browning's life and surroundings. The illustrations by the author include views of the room in which "Solando" was written.

Ouida is a great lover of dogs, and has written a charming article on them and their extraordinary capacity for affection which is published in the September number of the North American Review. The Rev. Dr. C. H. Eaton gives his ideas about the proper way to spend Sunday. Many amusing anecdotes of Mr. Spurgeon and the late Archbishop of York are contributed by the Hon. C. Tuckerman. The Hon. Frederick Douglass, late minister to Haiti, contributes an article on the inner history of the negotiations for the session to the United States of the Mole St. Nicolas.

President Seth Low, of Columbia college, and ex-mayor of Brooklyn, has a paper in the September Century on "The Government of Cities in the United States," in which he considers what a city government ought to undertake to do, and what form of organization is best for the purpose. A reply to the article entitled "Cold Cheer at Camp Morton," approved by a committee of the G. A. R., and a rejoinder by the author of the original paper, appears in this number. A noticeable contribution is that on "The Possibility of Mechanical Flight," by Professor S. P. Langley, secretary of the Smithsonian institution. The second article on the subject of aerial navigation, by Hiram S. Maxim, the inventor of the famous gun that bears his name will appear in the October number.

The September Harper's will attract unusual attention on account of the number and excellence of its illustrated articles. Among these is Edwin A. Abbey's illustrations of Shakespeare's "Much Ado about Nothing." Montgomery Schuyler's "Glimpses of Western Architecture" are continued. "Chinese Secret Societies" forms the subject of a novel paper by Frederick Boyle. Elizabeth Stoddard contributes a short story of country life entitled "A Wheat-field Idyl." Mr. de Blowitz has a striking article on "Germany, France, and general European Politics." W. D. Howells' remarkable story, "An Imperative Duty," increases in interest with each succeeding instalment.

W. D. McCracken, who has made a special study of the history and constitution of Switzerland, has a very timely article in the New England Magazine for August on the "Rise of the Swiss Confederation." In view of the recent dedication of the Bennington monument, at which the president, the governors of the New England states, and the Hon. Edward J. Phelps, ex-minister to England, besides many other distinguished men were present, the article on "Bennington and its Battle," by Edwin A. Start, is especially interesting. The article is profusely illustrated.

All teachers will be interested in the Atlantic Monthly for August as it contains many articles of great value. Chief among these may be mentioned John C. Ropes' critical paper on "General Sherman."

The summer school of Ethics and Sociology at Plymouth, Mass., the first session of which has just been held, is described in a brief illustrated article in the Review of Reviews for September. The article is illustrated with portraits of Professor Felix Adler, of New York, Professor Toy, of Harvard, and Professor Henry C. Adams, of Ann Arbor. This month's issue equals any preceding one in the number and interest of contemporary portraits. The "Progress of the World," the opening editorial department, is thorough and broad in its treatment of the movement of the world's history for the preceding month, and is, as usual, finely illustrated with portraits and sketches.



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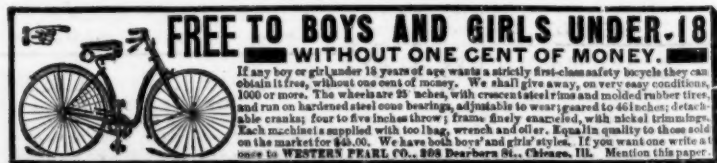
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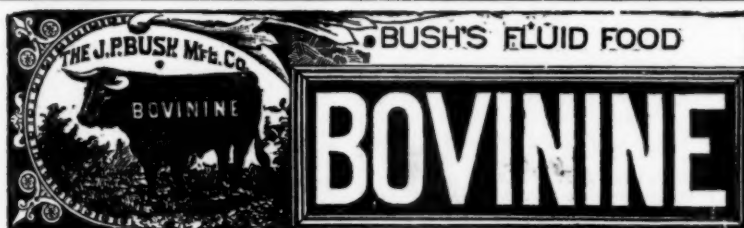
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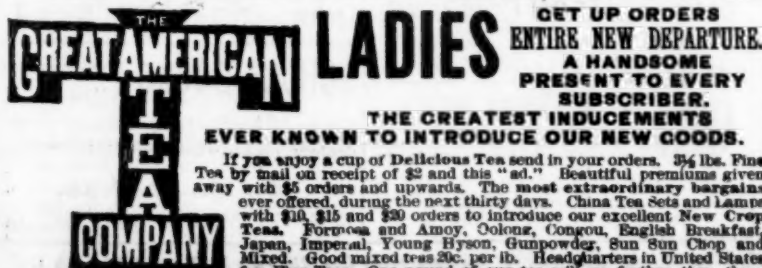
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